



Juvenile Healing to Wellness (JHW) Programs

Serving Youth with Low Criminogenic Risk, but High Need

(chronic absenteeism (“truancy”), child-in-need-of-services, and youth with “status offenses”)

Erin Thin Elk
& Pat Sekaquaptewa



Tribal Youth Resource Center
www.TribalYouth.org

▶ BEFORE WE GET STARTED...

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▶ LEARNING OBJECTIVES:

Attendees will learn:

1. Distinguish **JHW Programs**, designed to serve Native/Tribal youth with low criminogenic risk, from **JHW Courts**, designed to serve youth with moderate-to-high criminogenic risk/need (court-involved youth);
2. Review the **common approaches in JHW Programs** including targeted and intensive support systems, comprehensive and inclusive case management (e.g., Wraparound case management), school attendance programs (e.g., school review boards, Tribal and Community Truancy Boards, Elders Panels, etc.), and restorative practices; and
3. Introduce those chapters of the **Model Indian Juvenile Code** that contain more protective court process for use with Native/Tribe youth with low criminogenic risk who may need services and/or are experiencing chronic absenteeism (truancy).

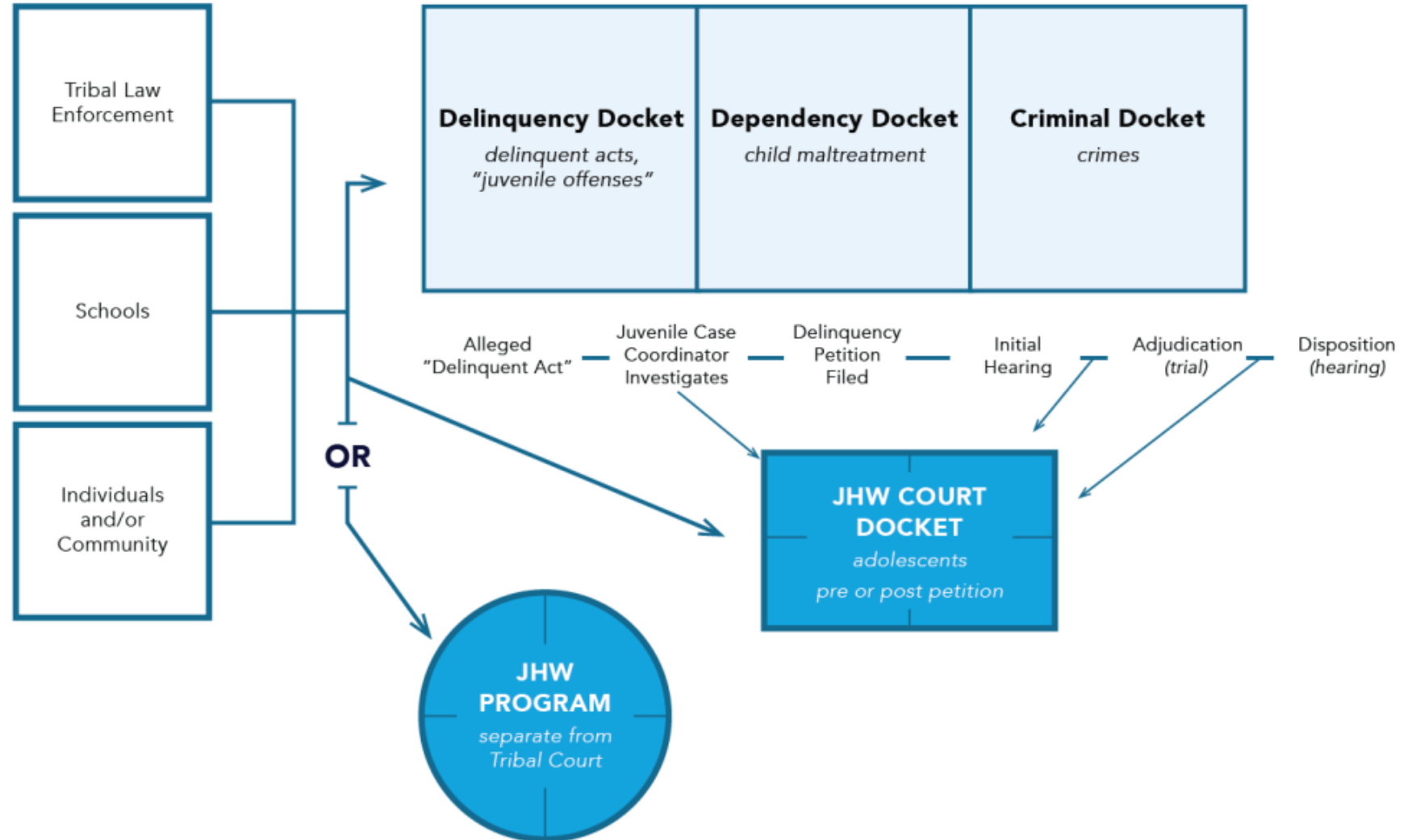
What is the difference between a
Juvenile Healing to Wellness (JHW)
Court and a JHW Program?



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JUVENILE HEALING TO WELLNESS COURT VS. PROGRAM

The Tribal Court "Adversarial Dockets"





HOW THE AMERICAN JUSTICE SYSTEM IDENTIFIES AND SORTS JUVENILES

- (the focus is on targeting individuals for successful treatment and supervision, and matching them to assessed needs and risk levels, delivered in the appropriate sequence)

Low Risk



- Skipping School
- Running Away
- Drinking Underage
- Acting Out
- “Ungovernability”
- “Incorrigibility”
- “Being Beyond the Control of One’s Parents”
- Violating Curfew

High Risk of Reoffending and High “Criminogenic Need”



Work, School, Recreational Issues:

- Lack of education
- Chronic unemployment
- Lack of participation in non-criminal leisure activities

How One Thinks

- Faulty thought process (rationalizing crime, blaming the victim or system, substance use/abuse)

Behavior:

- Aggressiveness
- Cruelty
- Rage
- Argumentativeness
- Defiance of authority

Personality:

- Lack of empathy
- Criminal identity
- Impulsivity
- Disregard for others
- Aggressiveness
- Excessive risk-taking

Peers:

- Close associates who present anti-social beliefs and attitudes, who engage in criminal behavior
- Isolation from pro-social influences
- Family issues





SCREENING FOR CRIMINOGENIC NEEDS ("Risk, Need, Responsivity (RNR)")

The best outcomes are achieved in the justice system when:

- The intensity of justice supervision is matched to participants' risk for criminal recidivism or the likelihood of failure in rehabilitation ("[Criminogenic Risk](#)")

AND

- Interventions focus on the specific disorders or conditions that are responsible for participants' crimes ("[Criminogenic Needs](#)")

Note:

[Mixing participants with different levels of risk or need](#) in the same groups or programs has been found to increase crime, substance use and other undesirable outcomes because it exposes low risk participants to antisocial peers and values

Source: [Foundational Application of RNR](#)



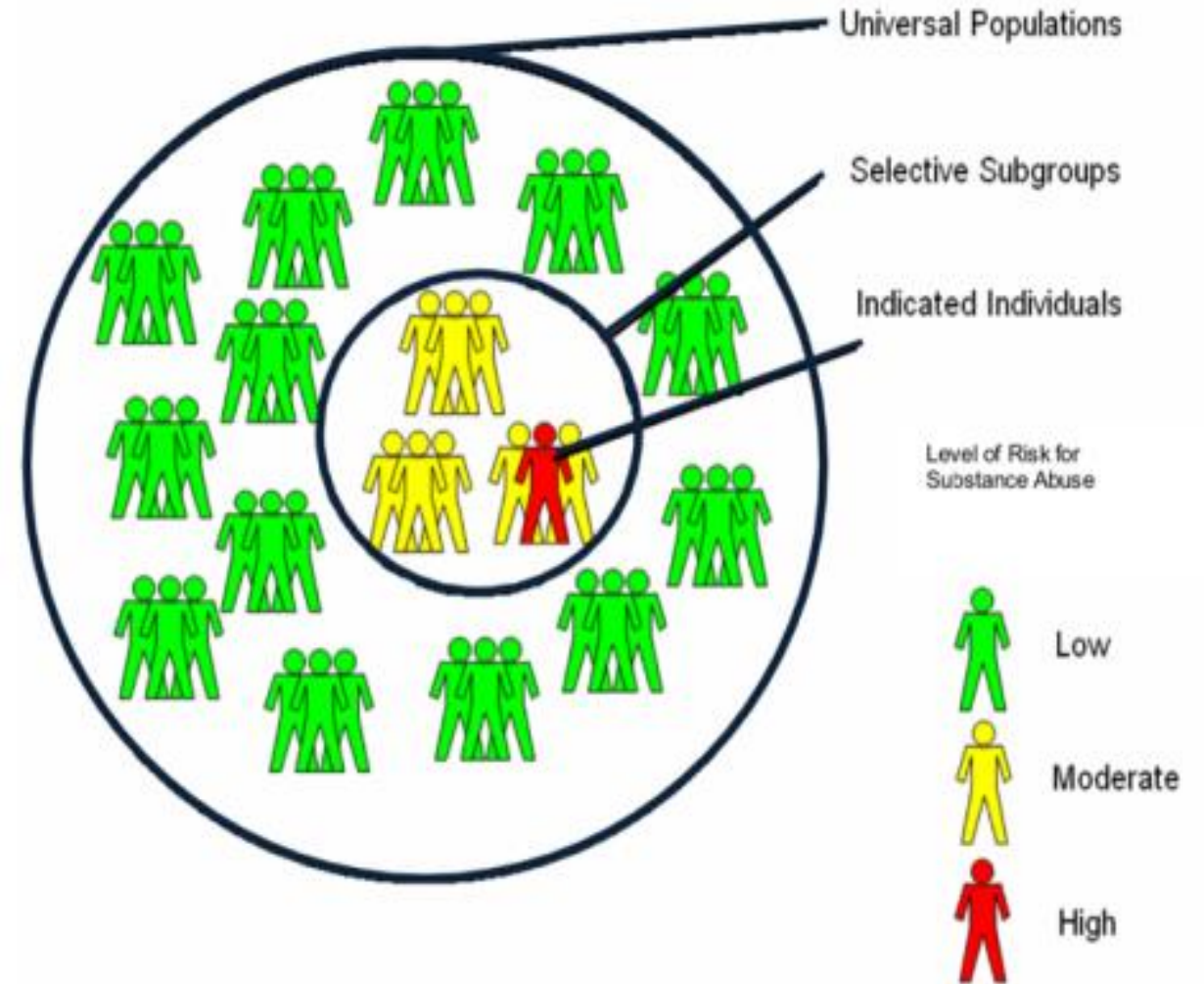
INSTITUTE OF MEDICINE CATEGORIES

JHW Programs

Selective programs or practices target individuals or groups who experience risk factors (and perhaps fewer protective factors) that put them at *higher levels of risk for substance misuse* than the broader population (SAMHSA, 2019)

Selective prevention strategies target subsets of the total population that are deemed to be at risk for substance abuse by virtue of their membership in a particular population segment--for example, children of adults with addiction, and students who are failing academically or not attending school.

IOM Categories

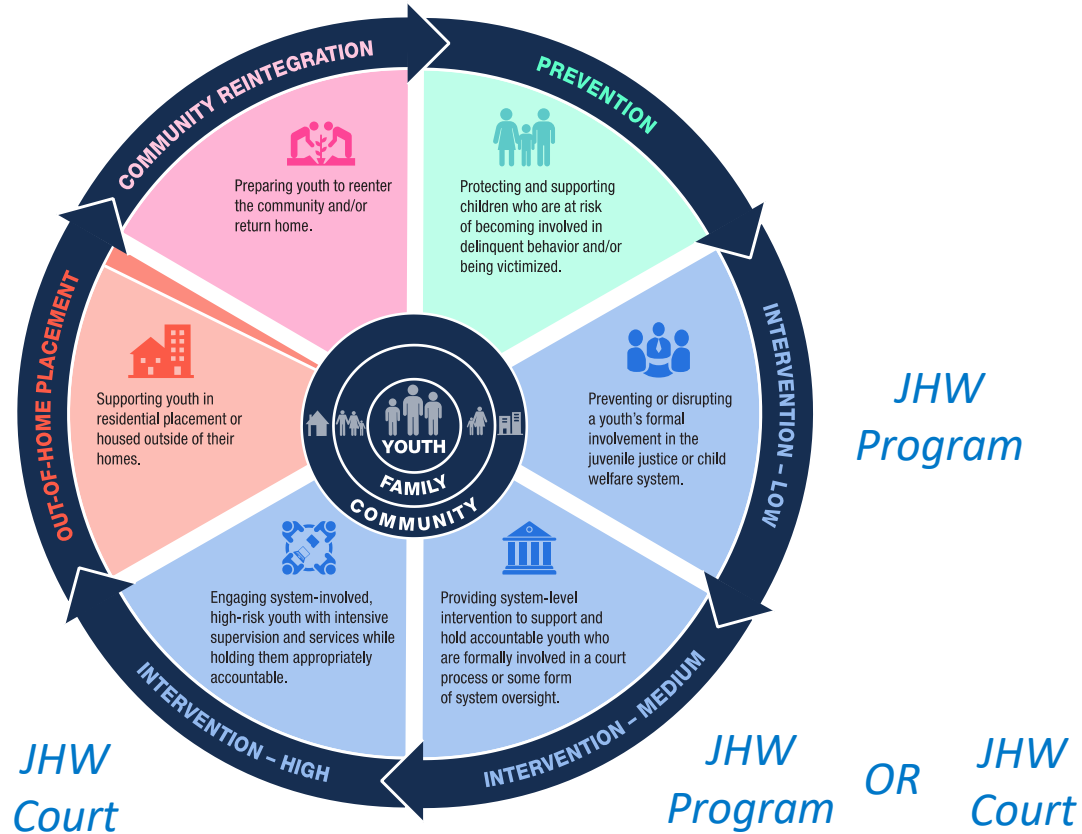




Continuum of Care for Communities



A broad array of youth justice programs and services ranging from prevention programs for young children and youth at risk of delinquency to intervention programs serving high-risk youth in secure residential settings and reentry programs for youth returning to their communities.



In addition to the array of services, system and policy changes play a critical role in achieving a fully effective continuum of care in which the needs of youth and families are met, positive outcomes are achieved, and personal accountability and public safety are maintained.

JHW Programs may be “Intervention-Low”

- Prevent or disrupt a youth’s formal involvement in the juvenile justice or child welfare systems

Examples:

- School Attendance Programs*
- Restorative Practices*
- Wraparound Case Management

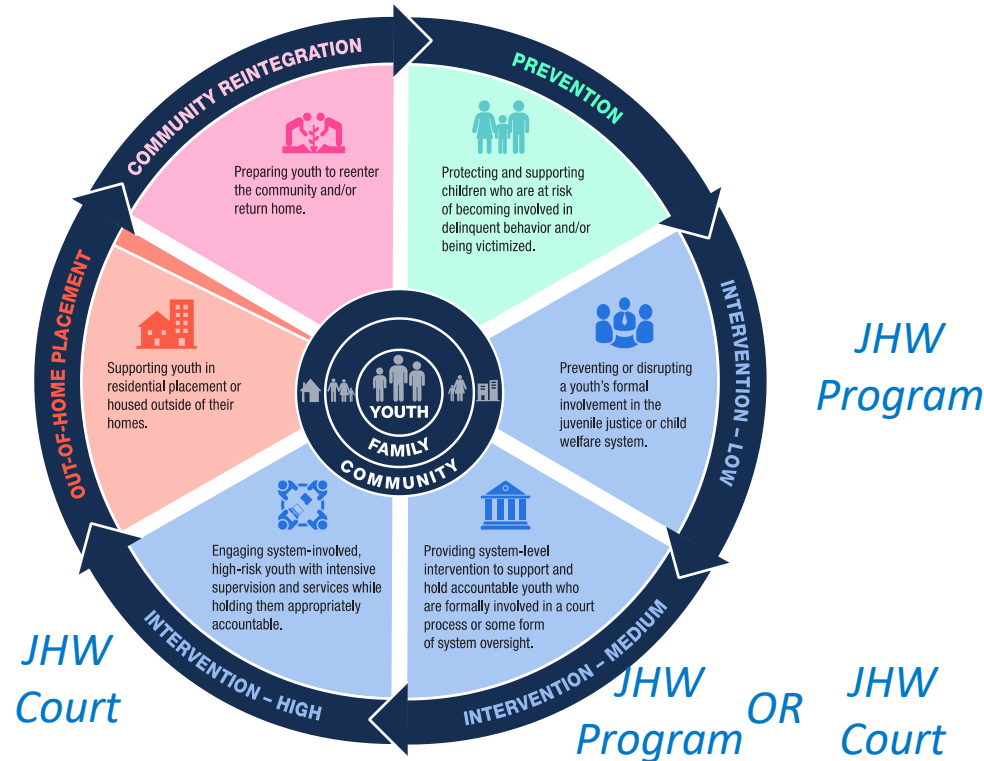
*May include Tribal or Community Truancy Boards or Elders Panels



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JHW Programs may be “Intervention-Medium”

- Support youth who are formally involved in a court process or other justice system oversight

Examples:

- Child in Need of Services (CINS) Tribal Court Docket*
- Truancy Tribal Court Docket*

*May refer, divert, or court order to Tribal or Community Truancy Boards or an Elders Panel





What do JHW Programs do and who qualifies to participate?



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JUVENILE HEALING TO WELLNESS (JHW) PROGRAMS

Through initial screening, youth will have been identified as having low criminogenic risk and **will not** be best served through COURT process.

What does this mean?

- Individual substance use or substance abuse in the home
- Lower criminogenic risk/but may have higher need, e.g., mental health issues
- In fact, if these youth are introduced to court, it can harm them and increase their risk of recidivism going forward

Examples of **Selective intervention** methods:

- Screening and Referral
- Mentoring Programs
- Elder Panels
- Student Attendance Boards
- Cultural gatherings and activities
- Evidence-based curriculum/interventions to prevent substance use and increase cultural connection (Sons of Tradition, Daughters of Tradition, Red Road, Project Venture, Equine-Assisted Learning, Circle Peacemaking)
- Other methods as identified by screening and assessment (individual, group or family therapy; outpatient treatment)



The Wraparound Approach

(as a type of case management)



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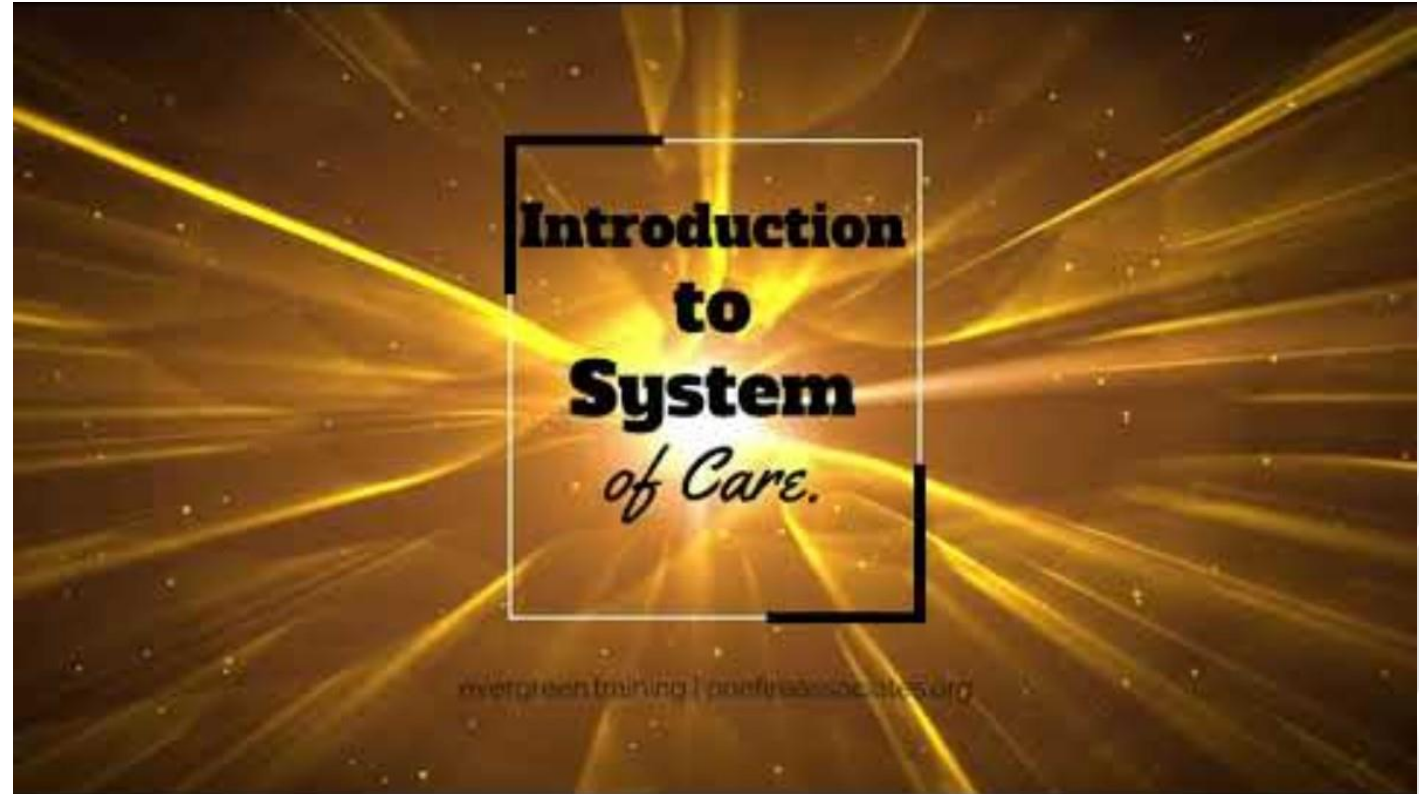
► SOCIETY OF CARE (SYSTEMS OF CARE APPROACH)



System of Care Framework

System of Care Framework (from Stroul, B. & Friedman, R. (1986 rev ed)

Graphics By Nick Birdshead



MANY JHWC PROGRAMS IMPLEMENT THE WRAPAROUND APPROACH

The Wraparound approach, in the states' systems, was originally designed for youth with “serious emotional and behavior disorders” (SEBDs) (see next slide re: the debate around terms), to keep them at home and out of institutions.

Wraparound has a longer history with Native communities and Tribes, which has influenced modifications to the original approach.

Wraparound is:

- A youth-guided, family-driven team planning process
- Coordinated and individualized community-based services for youth and their families
- “Wrapping” a comprehensive array of individualized services and support networks “around” young people in the community
- Strength-based tools that assesses strengths of youth and family, not only challenges
 - Example: Child and Adolescent Strengths and Needs Assessment-tribal revised



Wraparound Coaching Manual, Module 1: What is Wraparound, available at:

<http://soflorida.com/documents/wraparound/What%20is%20Wraparound%20Manual.pdf>



THE ONGOING DEBATE AROUND THE TERM: “EMOTIONAL AND BEHAVIOR DISORDERS (EBDs)”

Defining “emotional or behavioral” disorders has been particularly problematic and a matter of concern and controversy for decades

- In the 90’s the word “serious” was dropped

Definition is important because:

- it determines the students identified as having the disability and who are found eligible for special education services
- it also affects the prevalence of a disorder and is a potential factor in underservice and disproportional or false identification of disabilities
- the definition of EBD is a particularly important issue because students in this category are underserved in the schools when compared to estimates of the numbers of students with disability

Mental health and special education professionals have advocated for a definition of:

- “students with emotional and behavioral disorders”

The Individuals with Disabilities Education Improvement Act (IDEA):

- uses the term “emotional disturbance” (ED)
- the majority of states follow the federal definition

Source: Polloway, et al., “Emotional and Behavioral Disorders: Current Definitions, Terminology, and Prevalence (2017)

<https://digitalshowcase.lynchburg.edu/cgi/viewcontent.cgi?article=1112&context=lc-journal-of-special-education>



▶ THE ONGOING DEBATE AROUND THE TERM: “EMOTIONAL AND BEHAVIOR DISORDERS (EBDs)” (CONT.)

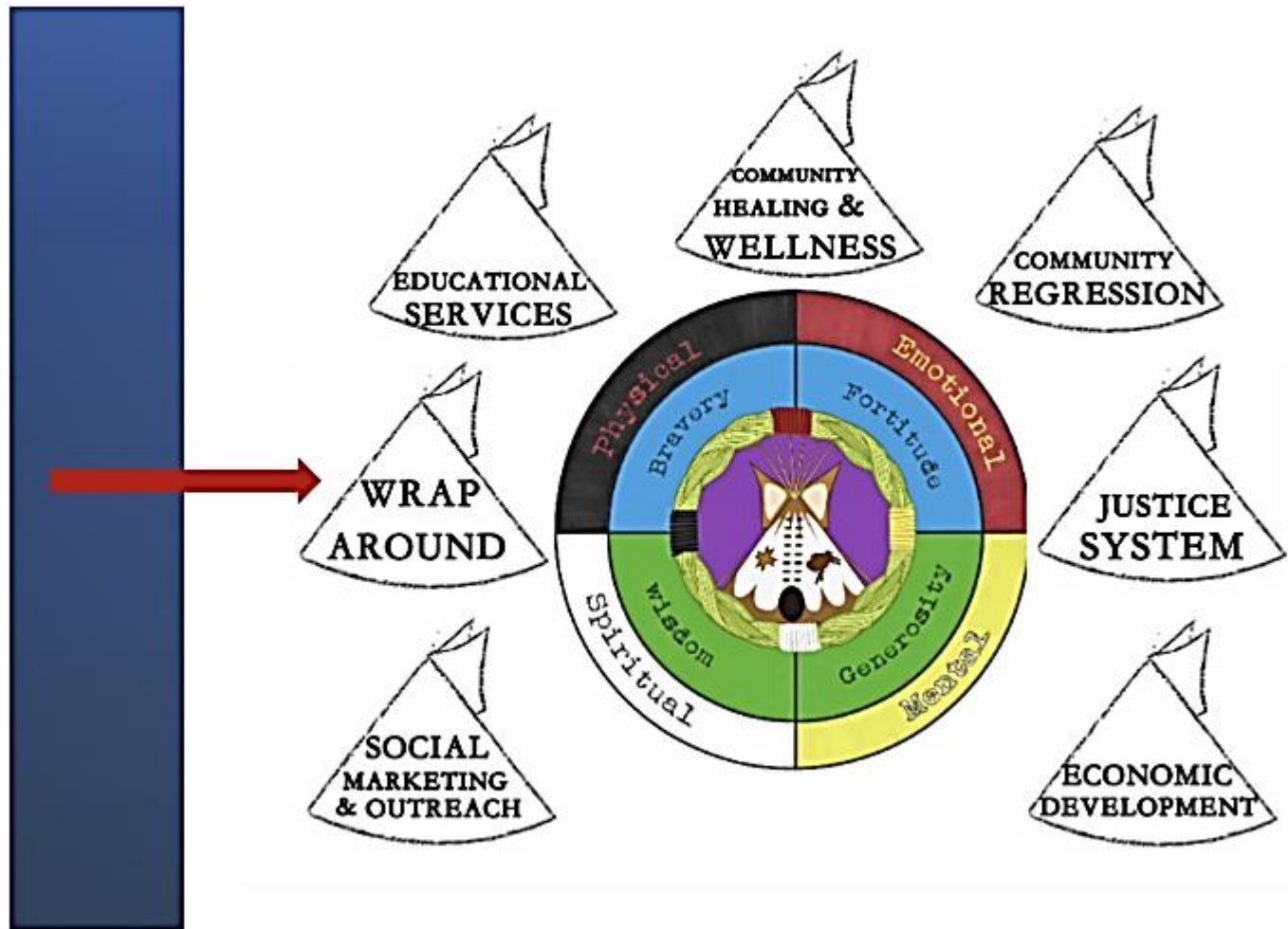
According to the IDEA regulations (34 CFR § 300.8 (c)(4) - Child with a disability):

Emotional disturbance means a condition exhibiting one or more of the following characteristics over a long period of time and to a marked degree that adversely affects a child's educational performance:

- An inability to learn that cannot be explained by intellectual, sensory, or health factors.
- An inability to build or maintain satisfactory interpersonal relationships with peers and teachers.
- Inappropriate types of behavior or feelings under normal circumstances.
- A general pervasive mood of unhappiness or depression.
- A tendency to develop physical symptoms or fears associated with personal or school problems.

Emotional disturbance includes schizophrenia. The term does not apply to children who are socially maladjusted, unless it is determined that they have an emotional disturbance under this section.

TRIBAL SOCIETY OF CARE MODEL WITH WRAPAROUND EXAMPLE



Wo'awanglaka Hocoka means "to talk care of the sacred energy of life, especially the *wakanjeya na wikoskalaka na koskalaka* (children and youth).

The Tipi in the center represents the grounding energy of love for the home. Everything in the Tipi is considered sacred to the Lakota.

Sweet grass braid surrounding Tipi for protection and purification.
4 cardinal Lakota values: Bravery, Fortitude, Wisdom and Generosity.

7 sacred colors honoring relation to the 7 directions.
-Kil Wicasa Oyate (Lower Brule Sioux Tribe)



▶ WRAPAROUND VALUES

1. Family voice and choice

Family and youth/child perspectives are intentionally elicited and prioritized during all phases of the wraparound process. Planning is grounded in family members' perspectives, and the team strives to provide options and choices such that the plan reflects family values and preferences.

2. Team-based

The wraparound team consists of individuals agreed upon by the family and committed to the family through in-formal, formal, and community support and service relationships.

3. Natural supports

The team actively seeks out and encourages the full participation of team members drawn from family members' networks of interpersonal and community relationships. The wraparound plan reflects activities and interventions that draw on sources of natural support.

Taken from: Eric Bruns & Janet Walker of the National Wraparound Initiative, excerpts available at: https://www.nicwa.org/wp-content/uploads/2016/11/2015_HFWraparound_FactSheet.pdf



<https://www.pbs.org/native-america/blog/confronting-loss-while-radiscovering-traditions>



WRAPAROUND VALUES (CONT.)

4. Collaboration

Team members work cooperatively and share responsibility for developing, implementing, monitoring, and evaluating a single wraparound plan. The plan reflects a blending of team members' perspectives, mandates, and resources. The plan guides and coordinates each team member's work towards meeting the team's goals.

5. Community-based

The wraparound team implements service and support strategies that take place in the most inclusive, most responsive, most accessible, and least restrictive settings possible; that safely promote child and family integration into home and community life.

6. Culturally competent

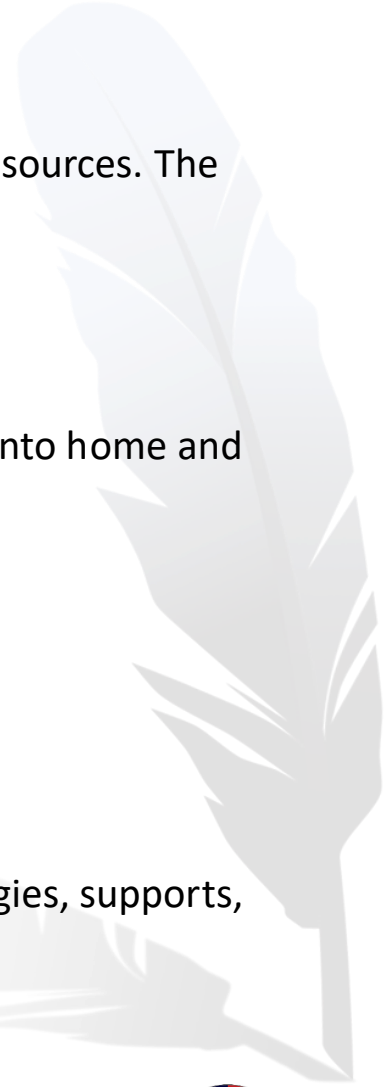
The wraparound process demonstrates respect for and builds on the values, preferences, beliefs, culture, and identity of the child/ youth and family, and their community.

7. Individualized

To achieve the goals laid out in the wraparound plan, the team develops and implements a customized set of strategies, supports, and services.

Taken from: Eric Bruns & Janet Walker of the National Wraparound Initiative, excerpts available at:

https://www.nicwa.org/wp-content/uploads/2016/11/2015_HFWraparound_FactSheet.pdf



▶ WRAPAROUND VALUES (CONT.)

8. Strengths-based

The wraparound process and the wraparound plan identify, build on, and enhance the capabilities, knowledge, skills, and assets of the child and family, their community, and other team members.

9. Unconditional

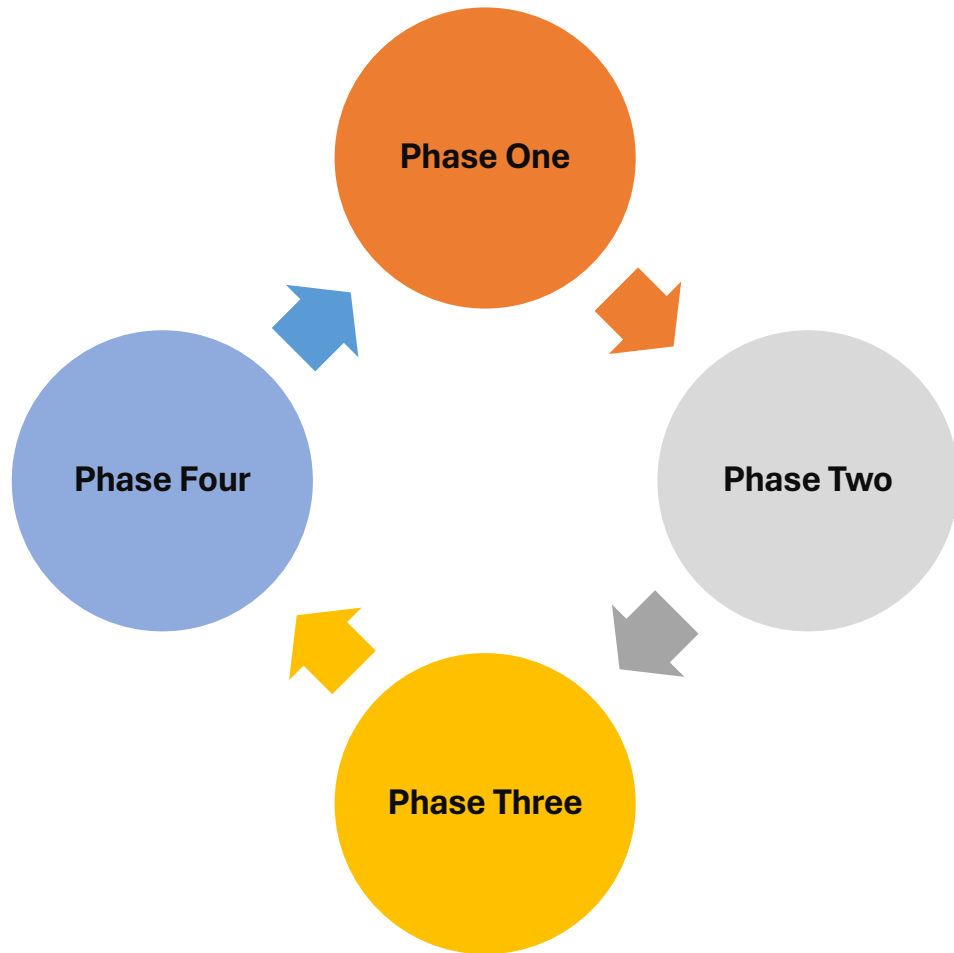
A wraparound team does not give up on, blame, or reject children, youth, or their families. When faced with challenges or setbacks, the team continues working towards meeting the needs of the youth and family and towards achieving the goals in the wraparound plan until the team reaches agreement that a formal wraparound process is no longer necessary.

10. Outcome-based

The team ties the goals and strategies of the wraparound plan to observable or measurable indicators of success, monitors progress in terms of these indicators, and revises the plan accordingly.

Taken from: Eric Bruns & Janet Walker of the National Wraparound Initiative, excerpts available at:
https://www.nicwa.org/wp-content/uploads/2016/11/2015_HFWraparound_FactSheet.pdf

▶ WRAPAROUND PHASES



Phase 1:
Engagement and Team Preparation

Phase 2:
Initial Plan Development

Phase 3:
Implementation

Phase 4:
Transition



WRAPAROUND WELLNESS/HEALING PLAN COMPONENTS

- Child/Adolescent, Needs, Strengths (CANS or other empirically based formal assessment)*
- S.M.A.R.T short term goals
- S.M.A.R.T long term goals
- Plan/Action Steps
- Outcomes
- Crisis/Safety Plan
- Informal assessments of choice
(Strengths Needs Cultural Vision Discovery Tool, the Youth Personal Balance Tool, other cultural assessments)



TABLE 1 – COMPARISON OF CASE MANAGEMENT APPROACHES ACROSS TRIBAL JUVENILE PROBATION, JHW COURTS, AND WRAPAROUND (IN JHW PROGRAMS) – PART I

	Tribal Juvenile Probation	Tribal JHW Courts	Tribal JHW Programs
<i>Name of responsible positions</i>	Juvenile Judge and Juvenile Probation Officer	JHWC Case Manager or JHWC Coordinator + JHWC team members (Judge, Treatment provider(s), Presenting Officer (or Prosecutor), School Representative, & Probation Officer (if applicable).	Care Coordinator + “Peer Parent Support Partner (PPSP),” “Youth Peer Support Specialist (YPSS),” “Formal Support” (professionals), & “Informal/Natural Support” persons
<i>Name of the “Plan”</i>	Juvenile Probation Order with conditions AND Probation Plan	Case Management Plan	“Care Plan,” “Wraparound Plan,” or “Wellness Plan”
<i>Purpose of Planning</i>	The primary goal is the prevention of recidivism, as Probation Officers balance a law enforcement orientation and rehabilitation. Historically probation plans have been driven by the law, the conditions of the given court order, and were NOT individualized.	The primary goal is comprehensive case management that supports substance use treatment. JDTC Guideline 4.2: Case management and treatment plans should be individualized and culturally appropriate, based on assessment of the youth’s and family’s needs.	The overall goal of Wraparound is to ensure that families realize their hopes and dreams, and experience success in their homes, communities, and schools – using an intensive, creative team approach. See the goals of each of the four Wraparound Phases. Note that these are different than JHW Court phases.



TABLE 1 – COMPARISON OF CASE MANAGEMENT APPROACHES ACROSS TRIBAL JUVENILE PROBATION, JHW COURTS, AND WRAPAROUND (IN JHW PROGRAMS) – PART II

	Tribal Juvenile Probation	Tribal JHW Courts	Tribal JHW Programs
<i>Screening and Assessment Tools for Planning</i>	Risk Assessment Instruments (RAIs)	Risk/Need/Responsivity (RNR) Tools + JDTC Guideline 4.1: Needs assessments should include information for each participant on: <ul style="list-style-type: none"> •Use of alcohol or other drugs. •Criminogenic needs. •Mental health needs. •History of abuse or other traumatic experiences. •Well-being needs and strengths. •Parental drug use, parental mental health needs, and parenting skills. 	Child and Adolescent Needs and Strengths (CANS) Strengths, Needs, & Cultural Discovery Youth Personal Balance Tool +other tools for cultural assessment

Restorative Practices

Peacemaking, Family Group Decision-making, and Elders Panels



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HEALING COMMUNITY THROUGH PEACEMAKING



Native American Rights Fund

<https://youtu.be/r-xnDCR9uVw?si=qA1pCoGtC7x4U5FI>



HOW DO YOU USE YOUR ROLE IN SOCIETY TO CREATE HEALING IN YOUR COMMUNITY?

Former Isleta Pueblo **Chief Judge Verna Teller** discusses how peacemaking can heal Tribal Nations and communities.

Teller served as the first female Pueblo governor from 1987 to 1990. She grew up observing court proceedings held in her home and later advocated in her Native language for community members in Tribal court. In her role as Chief Judge for Isleta Pueblo, Teller incorporated peacemaking as a justice practice to help her community become stronger by restoring tradition.

▶ CIRCLE PEACEMAKING

A Tribal/Native community conflict resolution process.

- Can be most simply described as a process where people talk together to resolve conflict, usually through **Circle keeping**, where the person who caused harm, the person who was harmed, and community members and Tribal elders come together to sit in a circle to work through the conflict.
- Usually there is a **Circle Keeper** who helps facilitate the mediation process.
- All participants volunteer to participate in the Circle keeping process.
- Peacemaking also includes strategies to prevent harm in addition to addressing harm when it happens.
- Peacemaking is not one size fits all – it is a cultural practice that varies in each Tribe.
- Peacemaking has evolved and continues to evolve as Tribes and their needs change.

Source: Sekaquaptewa and Carson, “There is more to the Story – You May Think You know What is Going on with Circle Peacemaking, but Alaska Natives have Other Ideas,” Dispute Resolution Magazine, Vol. 30, No. 1 (January 2024)

EXAMPLE: ALASKA NATIVE CIRCLE PEACEMAKING

Alaska Native Circle Peacemaking:

- Alaska Native communities traditionally resolved conflict using their values and traditional practices
- There have also been past Native-State community collaborative efforts to create an alternative process to State juvenile and criminal court process
- They view Circles as vessels for their values and ways of being
- The flagship of Circle Process is **Circle Peacemaking in Kake, Alaska** (a Tlingit community in southeastern Alaska)

Some Alaska Native scholars argue that:

- this hybrid approach is most effective when it lies with the Alaska Native community outside of the Tribal or state legal systems

Alaska Native Tribes seek to incorporate it within their Tribal Courts

Alaska Native communities and Tribes are attracted to restorative approaches for:

- their relationship building and repairing qualities
- they are primarily viewing restorative approaches as vehicles for the sharing of Native identity, including Native/Tribal history, worldview, language, and values

Tribal leaders and judges also view the implementation of restorative approaches as exercises of Tribal sovereignty



<https://www.atjrc.org/circle-peacemaking/>

Alaska Tribal Justice Resource Center
Circle Peacemaking

<https://www.atjrc.org/circle-peacemaking/>

Heartbeat Alaska: Kake Circle Peacemaking aired on August 15, 2004, and featured the village of Kake as Phillip Gatensby and Harold Gatensby conduct the 6th Annual Circle Peacemaking Workshop as a way to heal and move forward in their traditional values.

https://www.youtube.com/watch?v=3F02d7mQ_sU



FAMILY GROUP DECISION MAKING (FGDM)

Family Group Decision Making (FGDM)

- Is most often used when there is child abuse or neglect within families.
- Is a strengths-based approach.
- Recognizes that families have the most knowledge to make informed decisions about themselves and their situations.
- Recognizes that families can identify and resolve challenges concerning the safety and welfare of their children with support.

**Aspects of FGDM have also been incorporated into Tribal Court process, Peacemaking Circles and mediation in some places.*

FGDM has four phases:

1. The referral
2. Preparation and planning for the FGDM Conference
3. The FGDM Conference
4. Post FGDM events

Participants include the family, support persons, community members, Guardian Ad Litem persons and service providers.



ELDERS AND ELDERS PANELS MAY ALSO SERVE AS RESTORATIVE PRACTICES

Elders and Elders Panels may straddle Tribal Court process and community-based programming.

Often characterized as “culturally based solutions to crime and delinquent behavior.”

Elders/Elders Panels are serving multiple functions:

- Diversion programs, alternative dispositions, or sentencing options (Juvenile, Child in Needs of Services, or Truancy Court Docket)
- A condition of probation
- May serve as deciders of dispositions or sentences, instead of a judge
- May serve as advisors, mentors, or teachers

Participation in the Elders Panel varies according to how it is structured. It may be:

- Coercion-free (purely voluntary and based on the honor system)
- A youth’s choice to participate instead of going to court
- A youth’s choice to participate with the threat of going further into the court process

The functions of the Elders and/or Elders Panel may include everything from what a Truancy Board does to Elders advising, mentoring, and/or teaching.



Tribal Court Dockets Serving Youth
with Low Risk (a.k.a., “status
offenses”)
Child in Need of Services & Truancy



Tribal Youth Resource Center
www.TribalYouth.org

JHW PROGRAMS AND “STATUS OFFENSES”

What are Status Offenses?

The five most common juvenile status offense examples include:

- skipping school
- drinking while underage
- running away
- violating curfew
- acting out (also known as ungovernability, incorrigibility or being beyond the control of one’s parents)



<https://www.aecf.org/blog/what-are-status-offenses-and-why-do-they-matter>

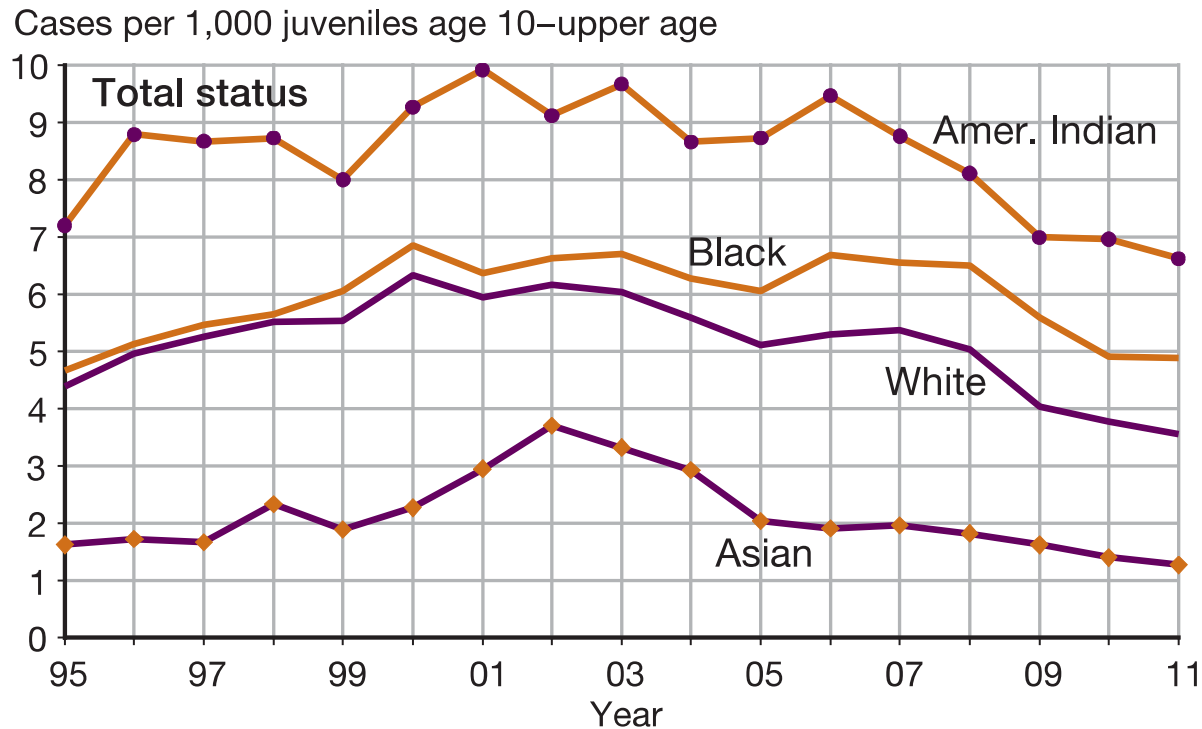
The Annie E. Casey Foundation
What Are Status Offenses and Why Do They Matter?
April 6, 2019

“Nearly 100,000 young people are drawn into the juvenile justice system each year for status offenses. Status offenses ... are not crimes, but they are prohibited under the law because of a youth’s status as a minor. While status offenses are not serious offenses, they can have serious consequences for youth.”



PRIOR TO THE COVID-19 PANDEMIC, MORE AMERICAN INDIAN YOUTH FOUND THEMSELVES IN STATE/COUNTY COURTS FOR STATUS OFFENSES

Between 1995 and 2011, petitioned status offense case rates decreased for white (19%), American Indian (8%), and Asian youth (22%) but increased for black youth (4%)

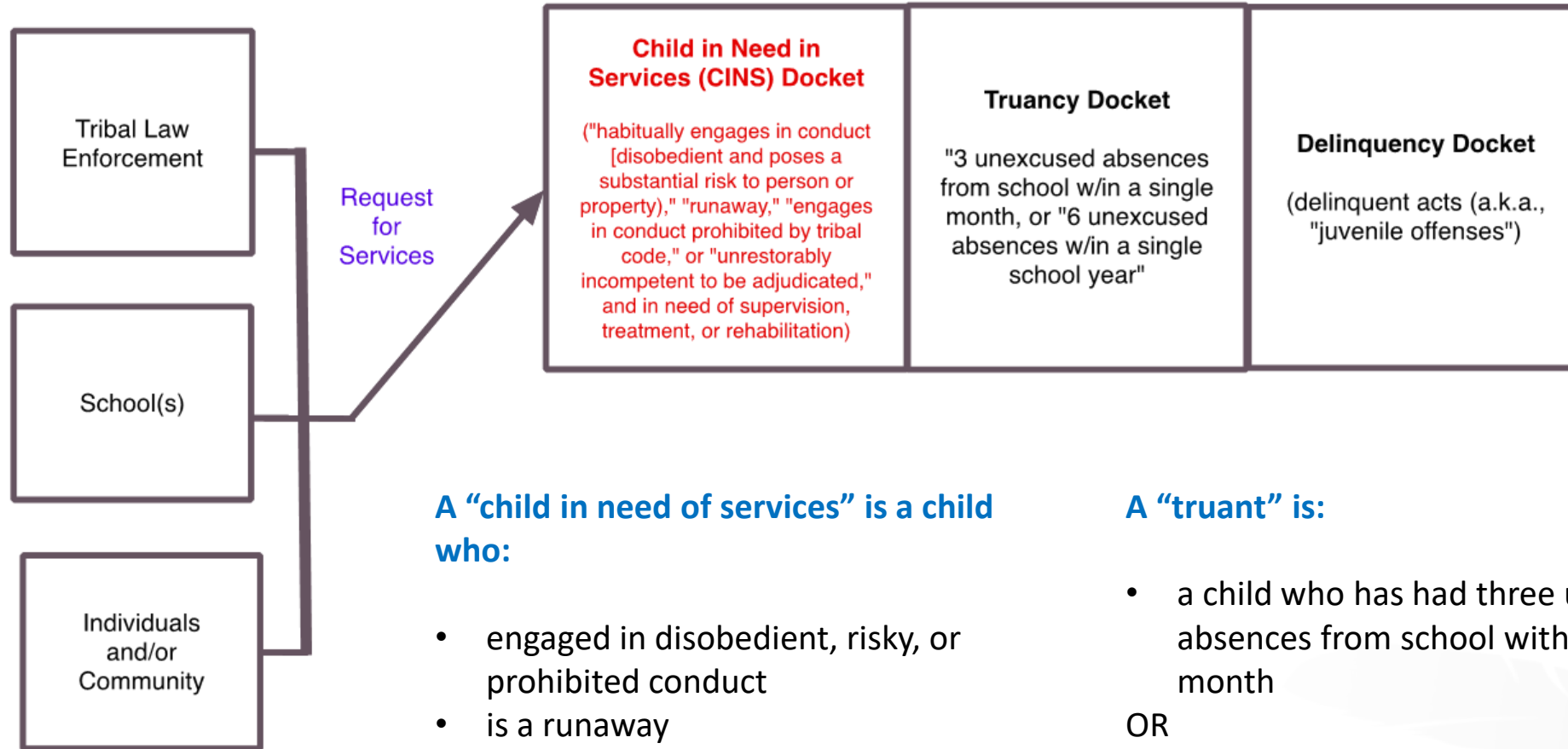


Curfew, Runaway, Truancy, Ungovernability, and Liquor Law Violations

Sarah Hockenberry & Charles Puzzanchera, Juvenile Court Statistics 2011(2014), available at: <https://ojjdp.ojp.gov/library/publications/juvenile-court-statistics-2011>



▶ TWO TRIBAL COURT DOCKETS WORK WITH JHW PROGRAMS (CHILD IN NEED OF SERVICES (CINS) & TRUANCY)



The Tribal Court
"Adversarial
Dockets"

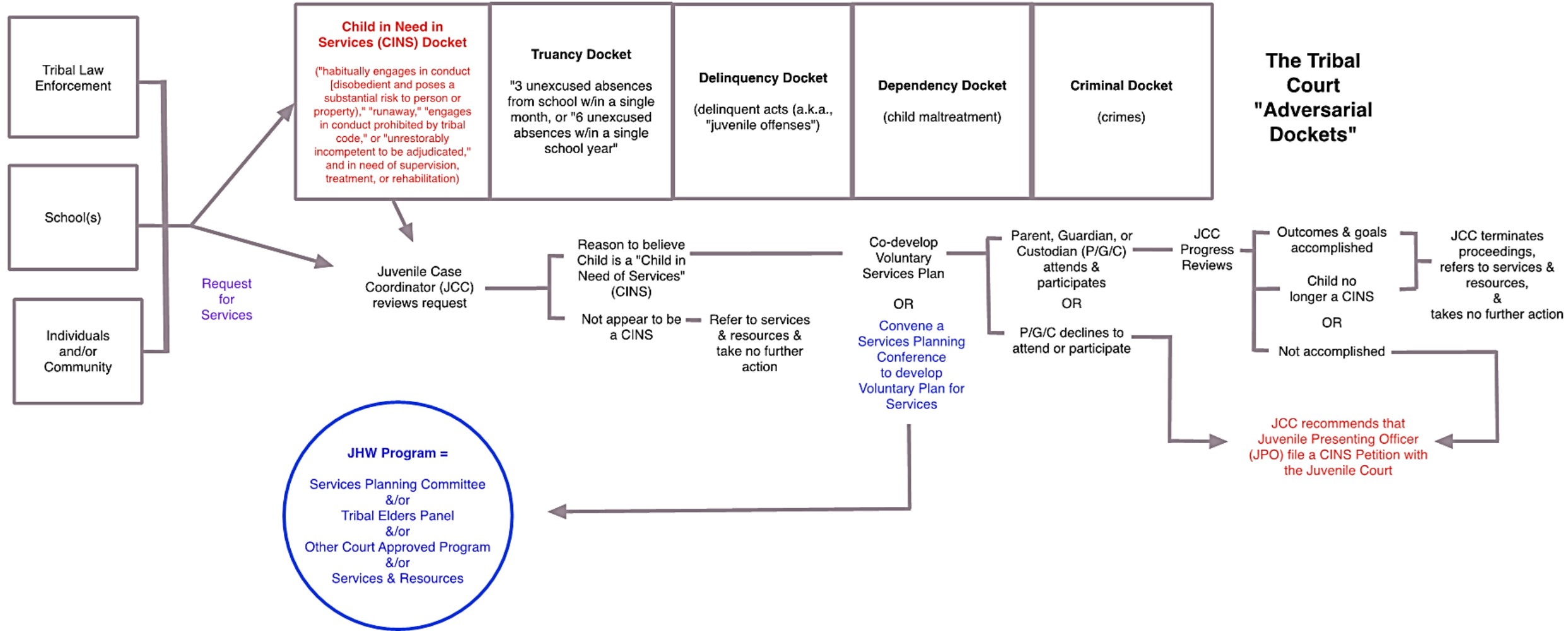
A "child in need of services" is a child who:

- engaged in disobedient, risky, or prohibited conduct
- is a runaway
- needs supervision, treatment, or rehabilitation

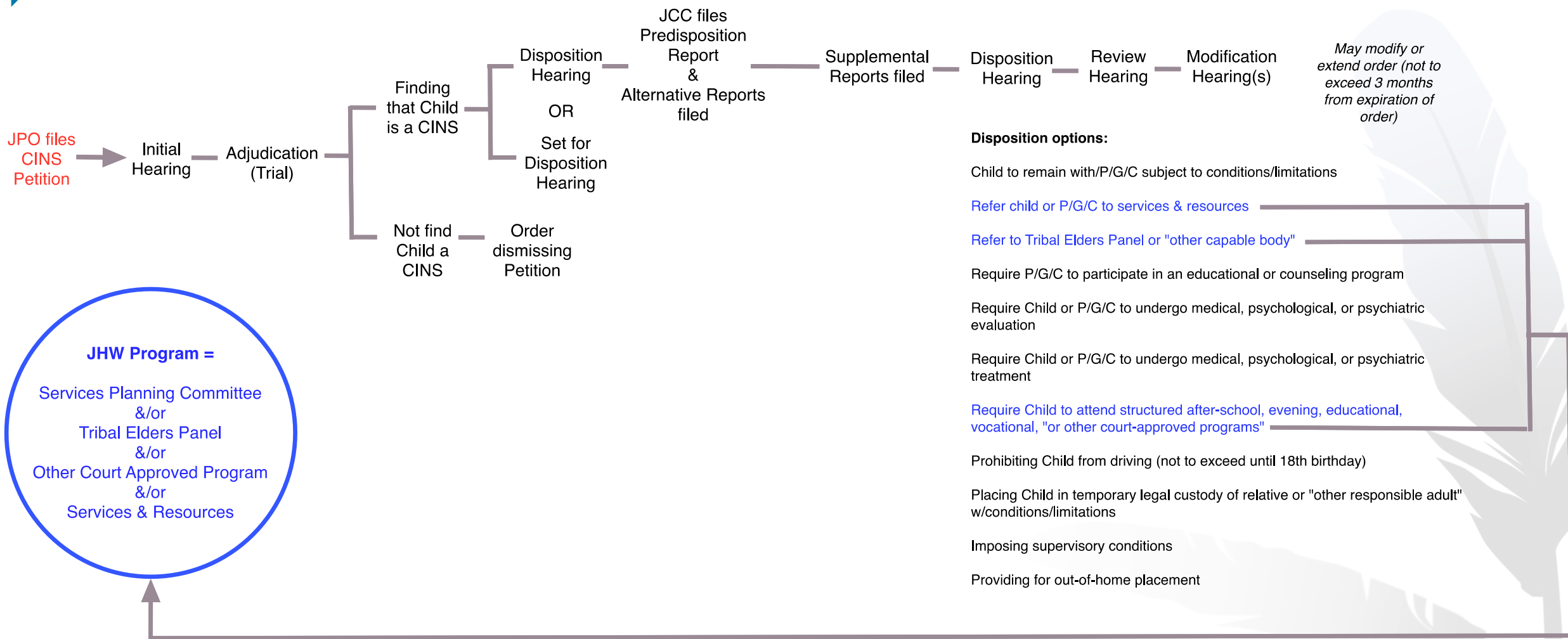
A "truant" is:

- a child who has had three unexcused absences from school within a single month
- OR
- six unexcused absences from school within a single school year

THE MODEL INDIAN JUVENILE CODE'S CHILD IN NEED OF SERVICES (CINS) COURT PROCESS – PART I



THE MODEL INDIAN JUVENILE CODE'S CHILD IN NEED OF SERVICES (CINS) COURT PROCESS – PART II



SHOULD A TRIBE/TRIBAL COURT USE A COURT DOCKET FOR SERVICES OR TRUANCY?

P/G/C = Parent, Guardian, or Custodian

Pros (under the Model Indian Juvenile Code)	Cons	Realities
<p>Provides a formal pre-court process for:</p> <ul style="list-style-type: none"> • A Juvenile Case Coordinator (JCC) working with child and P/G/C to develop an Informal Attendance Plan (IAP) • To convene a Tribal Truancy Board (TTB) to develop a Truancy Remediation Plan (TRP) • To provide diversions to approved programs, services, & resources (e.g., to an Elders Panel) 	<p>The weight of the research on the States' Juvenile Justice systems, finds that court-involving youth with low criminogenic risk, harms them and pipelines them deeper into the criminal justice system/prison</p>	<p>It is common that current Tribal law uses a Tribal Court docket for services and/or truancy</p>
<p>A judge may order:</p> <ul style="list-style-type: none"> • Participation of youth & P/G/C in JHW Program • Participation of P/G/C in an educational counselling program • Medical, psychological, or psychiatric evaluation or treatment • Structured after-school, evening, educational, vocational programs • Temporary placement with a relative • Conditions of supervision 	<p>Due to the lack of research, we do not know whether the above is true for Tribes, but it might be.</p> <p>Tribes/Tribal Courts/CTAS Purpose Area 8 Grantees should consider using the Model Indian Juvenile Code's more protective provisions if a Child in Need of Services (CINS) or Truancy court docket is used.</p>	<p>Often the political will of Tribal leaders and voters is to use a Tribal Court docket for services and/or truancy</p>
<p>Absence of an alternative court docket (CINS or Truancy) defaults everything to the Juvenile Court docket on next serious allegation</p>		<p>If the Tribe pays for services or resources, must they be court-ordered to be eligible for payment? If yes, can this be changed?</p>





How do the Tribal Key Components apply to JHW Programs?



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KEY COMPONENTS OF A JUVENILE HEALING TO WELLNESS PROGRAM

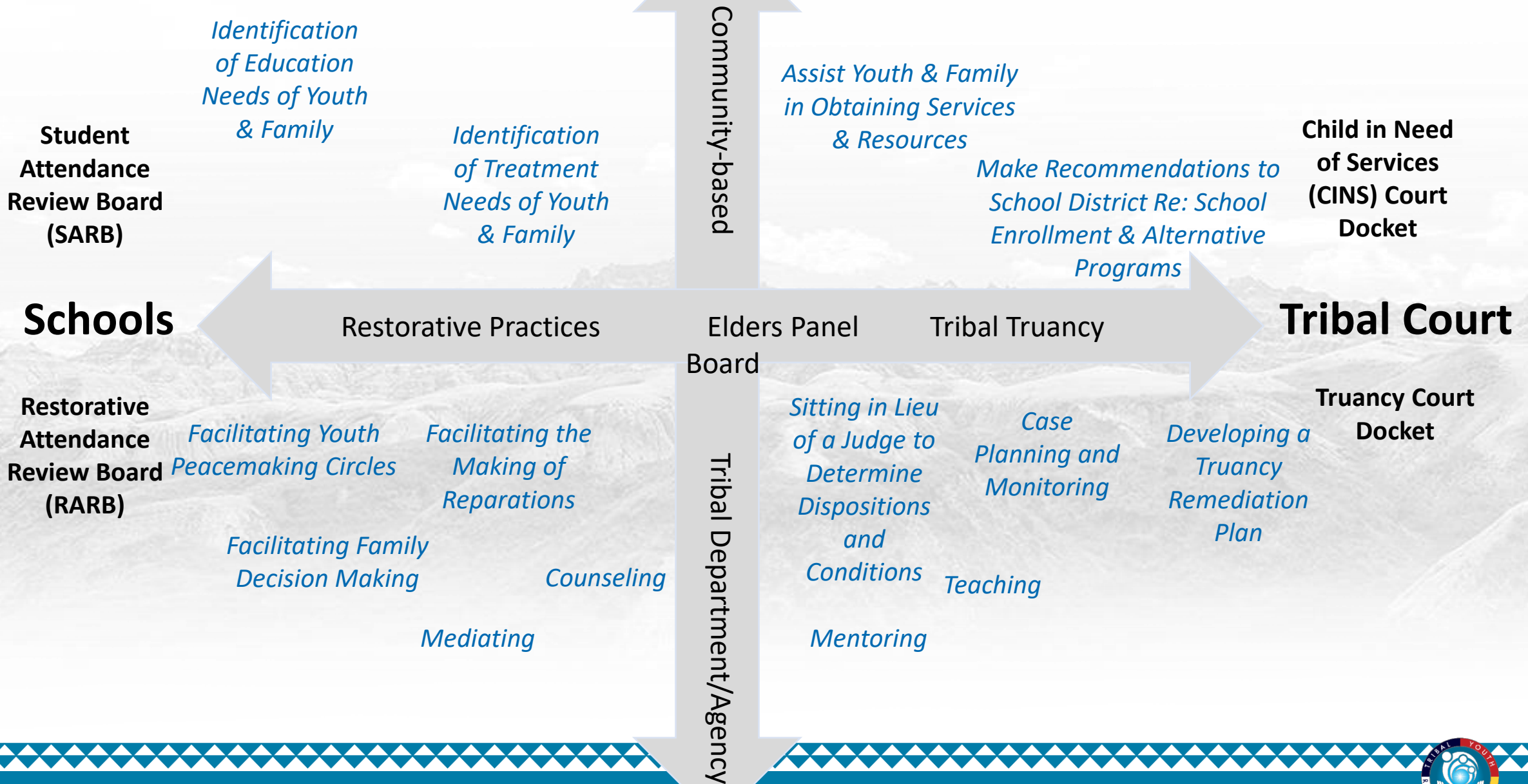


▶ TRIBAL KEY COMPONENTS THAT APPLY TO JHW PROGRAMS

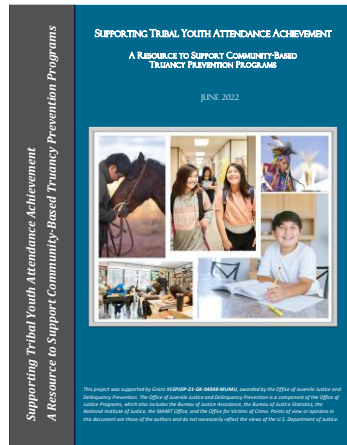
Aspects of the Tribal Key Components that apply to JHW Programs:

- Collaboration between Tribal departments/agencies, the school district(s), and the Tribal Court (if applicable) (Key Components 1, 2, 3, 9, and 10)
- Screening and assessment (Key Components 3 & 4)
- Team-based case management (Key Component 5)
- Access to treatment and rehabilitation that incorporates culture (Key Component 4);
- Ongoing commitments, communication, coordination, and cooperation, between team members with written procedures (Key Component 10)
- Incentives for participants (Key Component 6)

SPECTRUM OF JHW PROGRAM BODIES, APPROACHES, AND CORE FUNCTIONS



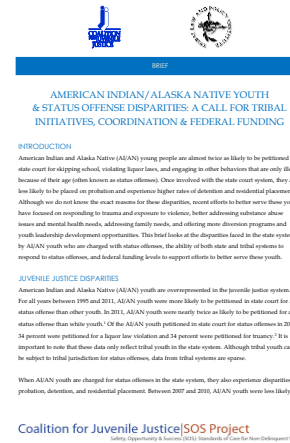
RESOURCES



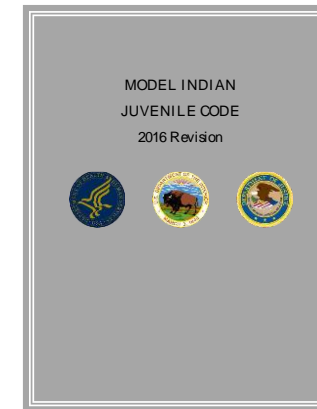
Supporting Tribal Youth Attendance Achievement - A Resource to Support Community-Based Truancy Prevention Programs (2022)
Tribal Law & Policy Institute
<https://www.tribalyouth.org/resources/resource-library/supporting-tribal-youth-attendance-achievement/>



Attendance Playbook, Smart Strategies for Reducing Student Absenteeism Post-Pandemic (2023)
FutureEd
<https://www.future-ed.org/wp-content/uploads/2023/05/Attendance-Playbook.5.23.pdf>



American Indian/Alaska Native Youth & Status Offense Disparities: A Call For Tribal Initiatives, Coordination & Federal Funding (2015)
Tribal Law & Policy Institute
<https://www.tribal-institute.org/lists/juvenile.htm>



Model Indian Juvenile Code (2016)
U.S. Departments of Interior & Justice
<https://www.bia.gov/sites/default/files/du/assets/bia/ojs/ojs/pdf/idc2-047015.pdf>



The National Tribal Behavioral Health Agenda (2016)
SAMHSA
<https://www.samhsa.gov/tribal-affairs/national-tribal-behavioral-health-agenda>

RESOURCES (CONT.)

FACT SHEET for Systems of Care in Indian Country

Wraparound Process

Background of this term

A strategy to address a mental health is the "wraparound process" or "wraparound services." Recently adapted by American Indian Alaska Native child welfare programs, this intervention focuses aspects that seem to be a good fit for Native communities.

The term "wraparound" was first used in the early 1980s by Dr. Lenore Behar from North Carolina to describe a process where a variety of community-based services are applied to the needs of an individual family. That is according to the National Wraparound Institute, headquartered in Portland, Oregon.

In 1998, Duke University held an organizing meeting of child advocates, researchers, wraparound trainers, and

Commentary and Professional Perspectives

"The Breakland wraparound coordinator from the Terrie Mountain-based Child Program in North Dakota, told me about the time she was explaining what wraparound was to a parent. Another parent distanced and said, 'It's like when I bring the Kool-Aid, you bring the sugar.' In that simple statement, the parent conveyed the concept that we all bring our resources and strengths together with what we have in the community. It is the water, we can make something good."

Deborah Paine, MPA, Native American Training Institute Director

"The ideal wraparound process emphasizes the family and youth's choice of support in the wraparound team. It is grounded, active, mutual leader. Most importantly, the process clearly focuses on child and family strengths and allows for time to build trust."

Jill Steger Erickson, M.S.W., First Nations Behavioral Health Association Executive Director

facilitate in response to the growing use of wraparound interventions, in order to clarify the specifics of what wraparound is.

From that meeting came 10 founding principles of the wraparound approach (see other page), and other clarifying details have emerged since.

Wraparound in Indian Country

In a tribal casino's meeting space in Washington state, a recent wraparound training happened for the child mental health system of care staff at the Lummi Indian Nation's behavioral health agency.

Conducted by the Native American Training Institute (NATI), the training culminated in a simulated wraparound planning meeting for a Native teenage boy who was facing possible incarceration in a delinquency center far from his reservation and family.

NATI Director Deborah Paine said, "The wraparound plan itself is used to identify the needs of the youth and the goals that the youth and his or her family will work towards with the assistance of the team and community."

She added that a wraparound plan will list short-term goals that can be accomplished in

30 days or less, so that as they are completed, it will eventually lead to accomplishment of the long-term goals (six months or more) in specified life domain areas chosen by the youth, family, and team.

A wraparound planning role-play exercise was to convert a circle of contacts from a youth's school, family, neighborhood, community, spiritual connection, and institutions connected to the youth such as the child's case manager or local law enforcement officer. The meeting was moderated by an organizer.

One of the most important aspects that was highlighted at this Lummi staff training was that wraparound means you speak about the child using strength-based language. Each participant speaks about the strengths of that youth to build upon, rather than identifying negative aspects to highlight and address.

Deborah commented that "culturally-based wraparound" in tribal communities means the culture is the focus of the wraparound process. (Continued on next page)

Additional Resources

National Wraparound Initiative of Portland State University
www.nwii.pdx.edu

This website has a downloadable publication, "Resource Guide to Wraparound," which contains descriptions, practice models, comments from youth and family members, articles, tools, and resources.

Native American Training Institute
www.nativoinstitute.org/training.htm

This website includes the training module "Wraparound in Indian Country: The Ways of the People are Who We Are," described as an adaptation of national training incorporating Native American perspectives and best practices learned by tribes.

High-Fidelity Wraparound in Tribal Communities Fact Sheet

A publication of the National Indian Child Welfare Association August 2015

What is Wraparound?

With regards to systems of care and their work with youth with serious and complex emotional, behavioral, and mental health needs, wraparound as a concept has been already evolving since the term originated in the 1980s. Early in the development of the philosophical principles of wraparound,

systems of care may have conceptualized wraparound as a treatment service or program. Today, wraparound is considered a process of intensive, individualized care planning and coordination of care.

Wraparound depends on the collaboration of a team of people brought together to support the child and family.

Case Study: Equine Assisted Wraparound

Tiwanne Gu Kin Pi, (TCOP) at Santa Cecilia University, has helped wraparound be implemented by integrating the process with equine-assisted therapy. TCOP staff were trained in wraparound by the Sacred Circle program in North Dakota (see next page) and base their approach on similar programs. Equine-assisted (EAW) (used in their program) not only help choose their wraparound team, they also choose the site of meetings.

When relatives choose the ranch for their meetings, they may also decide to have their therapy horses present during the meetings. The wraparound coordinator seeks partners within the horse arena, and horses are brought in to help be present. In making these decisions, relatives are empowered to speak and to be fully part of the planning process. Having the horses present teaches the participants whether from child welfare, probation, or other agencies about the therapeutic process and demonstrates how the therapy horse is helping the child and family. Debra Taylor, TCOP clinical director, reports that partner development and process occurred across the horse. This, in turn, sometimes generates energy-based, solution-oriented discussion.

Together, the team uses their collective expertise, resources, and relationships to identify needs and build on family-specific strengths such as culture and history to forge solutions. Major goals of a wraparound approach are to help youth and families get their current needs met, learn new skills to better manage their behavior and life, and develop the skills and resources to manage crisis after wraparound. It is intended to ensure that caregivers and youth have access to the people and processes that may best serve them, that their voices are incorporated into decision making, and that they have ownership of the process.

What is Fidelity?

According to the Youth and Family Training Institute, fidelity largely means there is adherence to the process, an adherence to details, and a strict observance to the rules of the process. There is consistency in planning that has high fidelity. In wraparound model means practitioners have been trained to do the process, follow the protocols, and deliver care in the correct and consistent way as intended by program developers.

Implementing their interpretations of "wraparound," however, in the absence of one definitive framework to guide the development of wraparound, some individual communities struggled with the concept and its implementation. As a result, sometimes what was inaccurately called "wraparound" more closely resembled children's case management with no real individualized care, limited family voice and choice, no integration of services across child-serving systems, and a focus on deficit-based services. In other words, the implementation of wraparound often failed to embody new approaches to care or deliver improved outcomes.

In response to the lack of consistency in practices being called "wraparound," there were demands for consensus and early authors included the consulting group of Ron VanCherry and the National Wraparound Initiative's Research and Training Center for Family Support and Children's Mental Health. As a result, this consensus is reflected in the concept of high-fidelity wraparound.

High-fidelity wraparound is based on 10 core principles and four phases (engagement and team preparation, initial plan development, implementation, and transition), which include active partnership with youth and families and honoring their voices in decision-making throughout their life. High-fidelity wraparound is measured using tools like the Wraparound Fidelity Index.

Tools for Measuring Fidelity

As a uniform definition of wraparound has evolved, so have the tools by which wraparound is assessed. Some of these include:

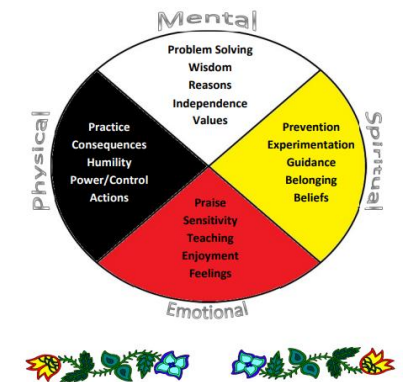
- Wraparound Observation Form—measures adherence to wraparound principles observed during team meetings
- Wraparound Integrity Tool—assesses wraparound fidelity in school-based wraparound
- Wraparound Fidelity Assessment System—used to conduct an external assessment of fidelity to the principles, phases, and activities of wraparound; people who are not directly involved in services with the family administer the measurement tools

continued on page 3

High-Fidelity Wraparound in Tribal Communities Fact Sheet (2015) National Indian Child Welfare Association

https://www.nicwa.org/wp-content/uploads/2016/11/2015_HF_Wraparound_FactSheet.pdf

An Introduction to Culturally-Based Wraparound Services



An Introduction to Culturally-Based Wraparound Services

Walking the Four Directions:
Implementing Culturally Based Wraparound Services Training
Alan Rabideau
National Native Children's Trauma Center
University of Montana



RESOURCES (CONT.)



THE NATIONAL TRIBAL
BEHAVIORAL HEALTH AGENDA
DECEMBER 2016

The National Tribal Behavioral Health Agenda (2016)

SAMHSA

<https://www.samhsa.gov/tribal-affairs/national-tribal-behavioral-health-agenda>

WRAPAROUND BASICS: FREQUENTLY ASKED QUESTIONS

From the National Wraparound Initiative | January 2019

Wraparound puts the child or youth and family at the center. With support from a team of professionals and natural supports, the family's ideas and perspectives drive all of the work in Wraparound.

What Is Wraparound?

Wraparound differs from many service delivery strategies in that it provides comprehensive, holistic, youth- and family-driven way of responding when children or youth experience serious mental health or behavior challenges. Wraparound puts the child or youth and family at the center. With support from a team of professionals and natural supports, the family's ideas and perspectives about what they need and what will be helpful drive all of the work in Wraparound.

The young person and their family members work with a Wraparound facilitator to build their Wraparound team, which can include the family's friends and people from the wider community, as well as providers of services and supports. With the help of the team, the family and young person take the lead in deciding team vision and goals, and in developing creative and individualized services and supports that will help them achieve the goals and vision. Team members work together to put the plan into action, monitor how well it's working, and change it as needed.

The National Wraparound Initiative (NWI) and the National Wraparound Implementation Center (NWIC) have developed a variety of resources designed to help families, researchers, practitioners and policy makers understand Wraparound. Other resources include Ten Principles of the Wraparound Process and The Wraparound Process: Your Client's Guide.

Why Wraparound?

Wraparound—before it was even called wraparound—got started several decades ago as a response to what was obviously not working well for children and youth with serious mental health or behavioral challenges, and their families.

Wraparound Basics: Frequently Asked Questions (2019) National Wraparound Initiative

<https://nwi.pdx.edu/pdf/wraparound-basics.pdf>

Effectively Integrating the CANS into the Wraparound Process

A joint statement from: Chagn Hall at the University of Chicago; The National Wraparound Initiative (NWI); The National Wraparound Implementation Center (NWIC); and The Ohio State University

INTRODUCTION

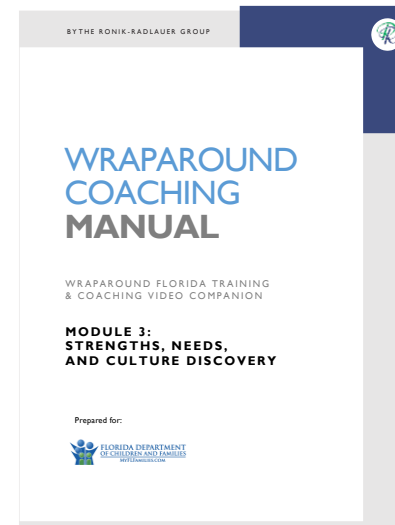
The Wraparound process is the most common practice model focused on coordination of services and supports for children and youth with complex behavioral health needs. However, the Child and Adolescent Needs and Supports (CANS) is the most widely used assessment tool in public settings serving children and youth. Given the increasing number of states and systems using both Wraparound and CANS, it is increasingly common for the CANS to be mandated for use within Wraparound programs around the country. In states and systems that use both approaches, the CANS is typically used systemically to determine service eligibility and monitor outcomes for a broad population of youth serving with behavioral health needs, while Wraparound is reserved for youth with multi-system involvement and/or the most serious and persistent needs. Some states, systems, and provider organizations have determined how the Wraparound process and the CANS

PERCEIVED PHILOSOPHICAL DIFFERENCES AND 'OPERATIONAL FRICTIONS'

The CANS aims to be more than an assessment tool. It is individualized to the family. Examples include: family strengths and needs of children and families; or all kinds of multiple informants across a consistent and comprehensive set of items; 'strengths' and 'needs' include active, consciousness-based assessment—a common language framework that adds system understanding of presenting issue, impact, and effectiveness across multiple levels (family, program, system). Somewhat contrasting, Wraparound's core values include being family- and youth-centered, non-assessive, and individualized. These approaches lead Wraparound practice to emphasize "holistic" (rather than standardized) assessment that

assessment—and its Transformational Collaborative Outcomes Management (TCOM) philosophy—can extend and even enhance activities, however, others have struggled, undermining the positive impact of both implementation efforts. It is our perspective that these tensions arise mostly from misunderstandings of how the two strategies should be implemented, both individually and collectively. As such, Chagn Hall and NWIC have teamed up to develop the current joint statement, which aims to provide guidance on how to effectively coordinate the CANS assessment within a well-implemented Wraparound process. The document begins with a brief summary of each model, followed by three wraparound and TCOM principles that raise "operational frictions" and problems in practice. We go on to describe potential ways to effectively coordinate the CANS assessment with Wraparound practice across the four phases of engagement.

as the TCOM philosophy, a process meant to assist and support families in achieving their goals and needs. A common language framework—a common language framework that adds system understanding of presenting issue, impact, and effectiveness across multiple levels (family, program, system). Somewhat contrasting, Wraparound's core values include being family- and youth-centered, non-assessive, and individualized. These approaches lead Wraparound practice to emphasize "holistic" (rather than standardized) assessment that



Wraparound Coaching Manual, Module 3: Strengths, Needs, & Culture Discovery

Ronik-Radlauer Group

<http://www.socflorida.com/documents/wraparound/Strengths,%20Needs,%20and%20Cultural%20Discovery%20Manual.pdf>





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▶ Evaluation

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If you need a paper copy, please ask for one from a Tribal Law and Policy Institute staff member.

