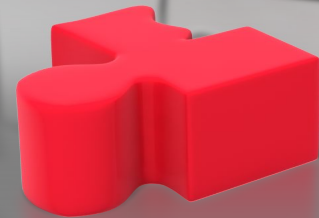


Teaching ICWA

to Child Welfare Stakeholders

Harmony Bercier, University of North Dakota

Melanie Sage, University at Buffalo



Objectives

1



2



3



4

Be able to identify training activities that target worker beliefs as well as technical aspects of ICWA

Have a model and example of measurable learning objectives for ICWA training

Understand adjunctive community efforts that may support ICWA implementation

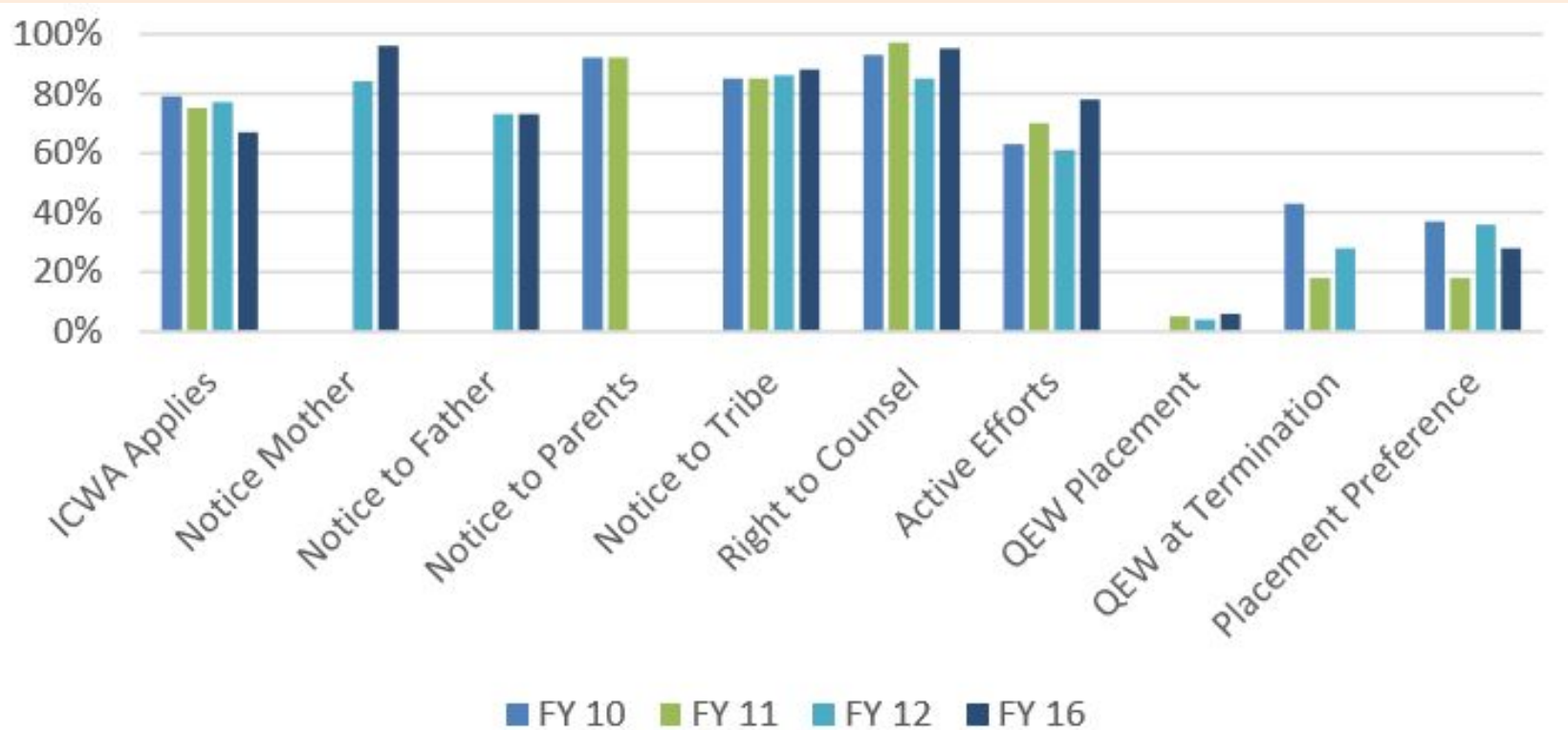
Hear from other participants about their local efforts to support ICWA

North Dakota ICWA IMPLEMENTATION PARTNERSHIP

Funded by the Administration on Children and Families



ICWA compliance in ND: A court record audit



Partnership

- Child and Family Services Training Center (university housed, state funded)
- Native American Training Center
- North Dakota Children and Family Services (State child welfare)
- North Dakota Indian Affairs Commission
- Spirit Lake Nation (social services, ICWA, courts)
- Standing Rock Nation (social services, ICWA, courts)
- Three Affiliated Tribes/MHA (social services, ICWA, courts)
- Turtle Mountain Band of Chippewa (social services, ICWA, courts)
- University of North Dakota (grantee)



Design Team Model



ICWA Compliance Barriers

- Knowledge (understanding of the technical mandates of the law and how to carry them out, understanding the reasons ICWA exists)
- Bias (belief that ICWA is a race-based law, that ICWA negates the child's best interest, implicit or explicit cultural bias of the worker or agency)
- Cultural and Relational Competence (to work across cultures with Indigenous families or Tribal workers, to apply engagement skills)
- Organizational (supports, training, expectations, workload, relationships: addressed through macro pieces of our intervention)



Training Development

Theory of change



Trainings:

- 6 hour ICWA - Letter of Law Core
- 3-4 hour Breakdown of Native Families (NATI)
- 1 hour Balancing Bias
- 1 hour Native Americans - How can I help you?
- In development: Online training (expanded from existing judicial training developed by [Center for Courts](#))

Training Activity Example

Automatic Negative Thoughts

A Pathway to Identifying and Managing Bias



Mindfulness App



Capacity Building
CENTER FOR TRIBES



Other Community Efforts



QEW
GAL
JUDGES
STEPS
ATTNYS
IFP

Being Active in Your Efforts

- Conduct a **comprehensive assessment** of the circumstances of the Indian child's family, with a focus on **safe reunification** as the most desirable goal;
- Identify **appropriate services** and help the parents to **overcome barriers**, including **actively assisting** the parents in obtaining such services;
- Identify, notify, and invite** representatives of the **Indian child's Tribe** to participate in providing **support and services** to the Indian child's family and in child and family team meetings (permanency planning), and resolution of placement issues;
- Conduct or cause to be conducted a **diligent search** for the Indian child's extended family members, and contact and **consult with extended family members** to provide family **structure and support** for the Indian child and the Indian child's parents;
- Offer and employ all available and **culturally appropriate family preservation strategies** and facilitate the use of remedial and rehabilitative services provided by the child's Tribe;
- Take steps to keep **siblings together** whenever possible;
- Support **regular visits** with parents or Indian custodians in the **most natural setting** possible as well as **trial home visits** of the Indian child during **any period of removal**, consistent with the need to ensure the health, safety, and welfare of the child;
- Identify **community resources** including housing, financial, transportation, mental health, substance abuse, and peer support services and **actively assisting** the Indian child's parents or, when appropriate, the child's family, in **utilizing and accessing** those resources;
- Monitor** progress and participation in services;
- Consider **alternative ways** to address the needs of the Indian child's parents and, where appropriate, the family, if the optimum services do not exist or are not available;
- Provide **post-reunification** services and monitoring.



Engaging Families: Agents of Change

Rapport building - demonstrating genuine care and concern.

Active listening and acknowledgement of family circumstances.

Asking questions until true understanding has been achieved.

A non-judgmental environment regardless of circumstances.

Client input in case plan. If children are old enough consider their wishes.

Unconditional motivational support - you might be the only one who believes in them.

Provide culturally responsive services. Don't be afraid to learn from your families.

Be transparent with case related information.

Communication in a timely manner is ESSENTIAL.

Awareness of services and supports available to assist the family. Stay up-to-date.

Engage other meaningful adults to assist in the process of making change.
The bigger the support system the greater likelihood of success.

Provide training in performing tasks.

Seek overt commitment to task and goals.





Active Efforts



1 Comprehensive Assessment

Conduct a **comprehensive assessment** of the circumstances of the Indian child's family, with a focus on **safe reunification** as the most desirable goal.

2 Appropriate Services

Identify **appropriate services** and help the parents to overcome barriers, including actively assisting the parents in obtaining such services.

3 Identify, Notify, & Invite

Identify, notify, and invite representatives of the Indian child's Tribe to participate in providing support and services to the Indian child's family and in child and family team meetings (permanency planning, and resolution of placement issues).

4 Diligent Search

Conduct a **diligent search** for the Indian child's extended family members, and **contact and consult with extended family members** to provide family structure and support for the Indian child and the Indian child's parents.

5 Culturally Appropriate Services

Offer and employ all available and **culturally appropriate family preservation strategies** and facilitate the use of remedial and rehabilitative services provided by the child's Tribe.

6 Frequent Visits

Support **regular visits** with parents or Indian custodians in the most natural setting possible as well as **trial home visits** of the Indian child during any period of removal, consistent with the need to ensure the health, safety, and welfare of the child.

7 Siblings

Take steps to keep siblings together whenever possible.

8 Monitor

Monitor **progress and participation** in services.

9 Community Resources

Identify **community resources** (housing, financial, transportation, oral health, substance abuse, and peer support) and actively assist the Indian child's parents or, when appropriate, the child's family in **utilizing and accessing** those resources.

10 Alternative Services

Consider **alternative ways** to address the needs of the Indian child's parents and, where appropriate, the family, if the optimum services do not exist or are not available.

11 Post Reunification

Provide **post-reunification services and monitoring**.



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Child Welfare Guide to Balancing BIAS

What is Bias?

Bias is a shortcut for decision-making. It was very important to our early brains when we had to decide who was a member of our group or an intruder, or what animals might try to eat us. It kept us safe. Some biases are still helpful, like those that help us quickly classify foods that are more or less healthy.

In child welfare, bias includes the automatic thoughts that lead us to premature decisions about our cases. These decisions can have major impacts on families.

With training, we can slow down our thoughts to recognize our biases and interrupt them to ensure we're making good, fair, and family-centered decisions. Look at some of the common biases below and the questions you can ask yourself to slow down and challenge these automatic thoughts.

Normative Bias

How is it that you're going to go to work? You're going to go to school? You're going to go to the store?

Ask Yourself: What biases about family life have I been exposed to and how does this impact my automatic thinking? Am I treating my own values and preferences as if they are the same as everyone else's?



Confirmation Bias

Reference for bias: Ask yourself, do I believe that confirmation bias is a problem? If so, what are the signs?

Ask Yourself: Which aspects are often met in the family? Do I look for evidence that confirms those expectations? Do I search for any signs that suggest through evidence that the family is doing right?

Group Think

The great danger of group think is that it can lead to a group of people who are not open to new ideas or who are not willing to challenge the status quo. This is often the case when a group of people are in a room together and they all agree on a course of action without really thinking about it.

Ask Yourself: Am I thinking that because I am a member of the group, I am automatically assuming that my actions are the best for everyone else? Am I assuming that everyone else is also assuming that my actions are the best for everyone else?



Performance Attribution Bias

Attribution is the process of how we think about the success or failure of someone else. It's how we think about the success or failure of someone else. It's how we think about the success or failure of someone else.

Ask Yourself: Am I attributing someone's success or failure to their own actions? Am I attributing someone's success or failure to their own actions? Am I attributing someone's success or failure to their own actions?

Internalized bias can lead people to believe negative stereotypes about themselves, and even believe, as if the biases are true. Institutional bias occurs when systems create policies or carry out practices, either explicit or implicit, that favor certain kinds of people. Structural bias describes the cumulative negative impact of multiple kinds of bias, and leads to disparate outcomes for families of color. Child welfare workers must help dismantle all of these kinds of bias that show up in their practice settings.



ICWA Accomplishments



SUCCESS

Notice Form

Active efforts tips by social media

Public defender training/GAL training/regional training

Spirit of ICWA Award

QEW Curriculum

Training Redesign

Tribal DT: ICWA Worker Teaming

Off-reservation licencing

Website Resources

NATI Capacity Building

Participant Sharing

How do you train ICWA in your community?





Questions? More Information?

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Balancing Bias Training Evaluation

Please rate your understanding/ability prior to the training		Please rate your understanding and/or ability of the following topics both before and after the training on a scale of 1 (low) to 5 (high)	Please rate your understanding/ability after the training				
1.	1 2 3 4 5	Understanding automatic thought process.	1	2	3	4	5
2.	1 2 3 4 5	Understanding of how automatic thoughts are a link to my personal values and beliefs.	1	2	3	4	5
3.	1 2 3 4 5	Understanding the different types of bias that are most likely to impact my work.	1	2	3	4	5
4.	1 2 3 4 5	Understanding of how stereotypes may be imbedded in my values and beliefs.	1	2	3	4	5
5.	1 2 3 4 5	Ability to recognize & name my personal biases.	1	2	3	4	5
5.	1 2 3 4 5	Understanding of how my biases can impact my personal & professional interactions.	1	2	3	4	5
6.	1 2 3 4 5	Knowledge about ways to manage my bias personally and professionally.	1	2	3	4	5
Strongly Disagree = 1		Disagree = 2	Uncertain = 3	Agree = 4	Strongly Agree = 5		
Item	Statement		Rating				
7.	No Pre Assessment The training has affected some of my attitudes concerning this topic area.		1	2	3	4	5
8.	No Pre Assessment The training was relevant to my job duties.		1	2	3	4	5
9.	No Pre Assessment I have a plan to implement this training.		1	2	3	4	5
10.	No Pre Assessment I am very confident that I will use the training on the job.		1	2	3	4	5
11.	No Pre Assessment The trainer provided some practical ideas that can be used on the job.		1	2	3	4	5
12.	No Pre Assessment The trainer gave examples of when to use ideas/skills/strategies on the job.		1	2	3	4	5
13.	No Pre Assessment Prior to the workshop, I was motivated to attend.		1	2	3	4	5
14.	No Pre Assessment My supervisor views this training as a high priority.		1	2	3	4	5
15.	No Pre Assessment My co-workers will support my attempts to use the training on the job.		1	2	3	4	5



Child Welfare Guide to **Balancing** **BIAS**

What is Bias?

Bias is a shortcut for decision-making. It was very important to our early brains when we had to decide who was a member of our group or an intruder, or what animals might try to eat us. It kept us safe. Some biases are still helpful, like those that help us quickly classify foods that are more or less healthy.

In child welfare, bias includes the automatic thoughts that lead us to premature decisions about our cases. These decisions can have major impacts on families.

With training, we can slow down our thoughts to recognize our biases and interrupt them to ensure we are making good, fair, and family-centered decisions. Look at some of the common biases below and the questions you can ask yourself to slow down and challenge these automatic thoughts.

Normative Bias

Having an idea of how things ought to be or what a "normal" family should look like, which limits our ability to value things outside these ideas.

Ask Yourself: What biases about a family like this have I been exposed to and how does this impact my automatic thinking? Am I attaching my own value and belief system to a family who does not share the same values, beliefs, or resources?



Confirmation Bias

The tendency for individuals to seek out evidence that confirms their own beliefs, while simultaneously discounting refuting evidence.

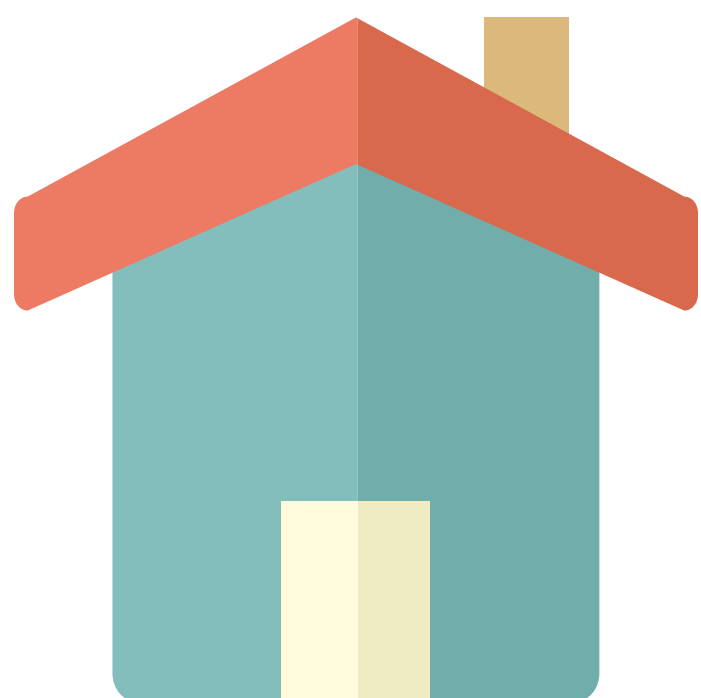
Ask Yourself: What did I expect to see when I met the family? Did I look for evidence that contradicts those expectations? Did I search for and assess strengths as thoroughly as risks? What is this family doing right?



Group Think

The idea that a group of decision makers will tend to make decisions that confirms the uniformity or harmony of the group, resulting in faulty or irrational decisions. Groupthink becomes evident when groups overestimate their power and righteousness, hold closed-minded attitudes, and are pressured to maintain unanimity within the group.

Ask Yourself: Am I making this decision because I am afraid of upsetting the harmony of the group? Am I challenging faulty assumptions? Are my opinions influenced by someone who may also be holding bias?



Performance Attribution Bias

Attributing the success of someone from a high performance group to their abilities, and attributing the success of someone from a low performance group to the help they received from other people.

Ask Yourself: Am I trying to own some of the success of my families while attributing their failure to them solely? Am I recognizing the efforts of each individual even if the outcomes look different? Do I recognize how history, access to services, and other factors contribute to ability?

Internalized bias can lead people to believe negative stereotypes about themselves, and even behave as if the biases are true. Institutional bias occurs when systems create policies or carry out practices, either explicit or implicit, that favor certain kinds of people. Structural bias describes the cumulative negative impact of multiple kinds of bias, and leads to disparate outcomes for families of color. Child welfare workers must help dismantle all of these kinds of bias that show up in their practice settings.



Bloom's Definitions and Verbs

Evaluation (*Make judgments based on internal evidence or external criteria*) Appraise, argue, assess, attach, choose, compare, conclude, contrast, defend, describe, discriminate, estimate, evaluate, explain, judge, justify, interpret, relate, predict, rate, select, summarize, support, value

Synthesis (*Rearranging component ideas into a new whole or propose alternative solutions*) Arrange, assemble, categorize, collect, combine, comply, compose, construct, create, design, develop, devise, explain, formulate, generate, plan, prepare, propose, rearrange, reconstruct, relate, reorganize, revise, rewrite, set up, summarize, synthesize, tell, write

Analysis (*Breaking down objects or ideas into simpler parts and seeing how the parts relate and are organized*) Analyze, appraise, breakdown, calculate, categorize, classify, compare, contrast, criticize, derive, diagram, differentiate, discriminate, distinguish, examine, experiment, identify, illustrate, infer, interpret, model, outline

Application (*Apply knowledge to situations/scenarios*) Apply, change, choose, compute, demonstrate, discover, dramatize, employ, illustrate, interpret, manipulate, modify, operate, practice, predict, prepare, produce, relate schedule, show, sketch, solve, use write

Comprehension (*Grasping the meaning of information*) Classify, convert, defend, discuss, distinguish, estimate, explain, express, extend, generalize, give example(s), identify, indicate, infer, locate, paraphrase, predict, recognize, rewrite, report, restate, review, select, summarize, translate

Knowledge (*Remembering information*) Arrange, define, describe, duplicate, identify, label, list, match, memorize, name, order, outline, recognize, relate, recall, repeat, reproduce, select, state

Learners will be able to...	Balancing Bias		
Action verb from Taxonomy	Specific ideas or skills	How you'll know (evaluation)	Purpose of knowledge or skills
1. Learn about the automatic thoughts process.	Learners will be exposed to a stimuli that will elicit an automatic thought. They will be led though an activity that will help them connect that thought to a personal value/belief.	Question 1	Automatic thoughts are a link to our personal values and beliefs - conscious and unconscious.
2. Learn about how to link automatic thoughts to personal values and beliefs.	Explain how these thoughts have a direct relation to their personal values and beliefs. Environment shapes our values and beliefs. Stereotypes often become integrated into our values and belief system. Put all this together and now you have a conscious and/or unconscious biases.	Question 2 & 3	We operate in our world based on our values and beliefs - good or bad. Values and beliefs are shaped by our environment and are the basis for biases that can negatively impact personal and professional interactions. Having a better understanding of our values and beliefs will create personal awareness.

Bloom's Definitions and Verbs

<p>3. Learn about the different types of bias and how values, beliefs and stereotypes can have a negative impact on child welfare work.</p>	<p>Review of the different types of bias and the different ways bias can impact personal and professional interactions. Normalize bias - we can't avoid becoming bias - good or bad bias can have positive and negative impacts.</p>	<p>Questions 3 & 4</p>	<p>Attributing the issue to bias, as we have nothing else that we know accounts for the disproportionality. Naming and normalizing bias will aid in personal identification.</p>
<p>4. Learners will be able recognize their personal biases.</p>	<p>Learners will self-reflect on their values and beliefs and examine their biases. Learners will be more able to recognize their personal biases. Hand out Balancing Bias Infographic. Group activity - groups of two to discuss personal biases, biases towards NA and/or those they serve. Then Larger group discussion.</p>	<p>Questions 4 & 5</p>	<p>Knowing is half the battle. Being able to recognize bias at work will help them to be more aware. If we don't know what the issues is, we cannot fix it.</p>
<p>5. Learn strategies manage these biases in order to provide families with fair and equal treatment, services and opportunities.</p>	<p>Managing Ant - relate to the real world experience of actual ants. Managing ants right away is the key to avoiding a much larger issue: bias that has a negative impact on your life both work and personal. Automatic Negative Thoughts worksheet and plastic ant as a reminder. Balancing Bias Infographic to hang in their workplace/use of infographic to aid in identification of the bias that may be in play. This can be done individually or as a part of supervision and/or group staff meetings.</p>	<p>Question 6</p>	<p>Bringing the training together and offering those strategies to create more awareness around their biases and tools they can use individually and in group settings to stay on top of bias in the work place. Keeping bias at bay will help them to provide fair and equal treatment and opportunities to those they are called to serve.</p>



Intervention: Deliver a 1-hour Balancing Bias training to Child Welfare Workers with a mixture of interactive, group, and lecture components

So that

- 1) Learner will gain knowledge about automatic thoughts and how they are useful.
And
- 2) Learners will gain knowledge about how to use automatic thoughts as a portal to their personal values and beliefs.
And
- 3) Learners will gain knowledge of the different types of bias and how that bias can impact working relationships.
And
- 4) Learners will gain insight into their personal bias and how this bias impacts their work with Indian children and families.
And
- 5) Learners will be able to apply this knowledge to provide appropriate services to ICWA families.

So that

- 1) Child Welfare workers can be true advocates for Native children and their families.
And
- 2) Child welfare workers, agencies and courts remain in compliance with ICWA requirements.

So that

- 1) Native children avoid out of home placement.
And
- 2) Native children are quickly reunited with their families.
And
- 3) Native families have better outcomes in terms of safety, health and happiness.

Narrative Theory of Change: Balancing Bias

The Balancing Bias training is an intervention that aims to provide learners with knowledge specific to gaining a better understanding of their personal values and beliefs systems. Many people operate in every capacity utilizing their values and beliefs to navigate their daily lives. However, many are not clearly aware of what their values and beliefs are. This training aims to use learners' automatic thought processes to better understand their values and beliefs. The learners will also learn how their environments, experiences and stereotypes have helped to shape their values, beliefs, and create biases in their personal and professional lives. As learners gain this awareness, the training will provide information on how to manage their biases so they can actively limit the impact their biases have on the families they serve. Improved awareness and active engagement in managing bias will shape attitudes with the goal of ensuring the ICWA is applied to each and every family in a meaningful and fair way. This awareness will support development of workers as advocates for Native American families and improve compliance with ICWA. This will help avoid out-of-home placement, support quicker reunification, and improve outcomes for Native American children and families in terms of safety, permanency, and well-being.

