

# **Cultural Implications From Historical Trauma**

Eddie Grijalva, LISAC, CRSS  
Program Manager

The Haven Outpatient Clinic The  
Haven Residential Program

# HISTORICAL TRAUMA

- Learning Objectives:
- How historical trauma effects us today
- The transmission of generational trauma
- Strategies in transcending historical trauma

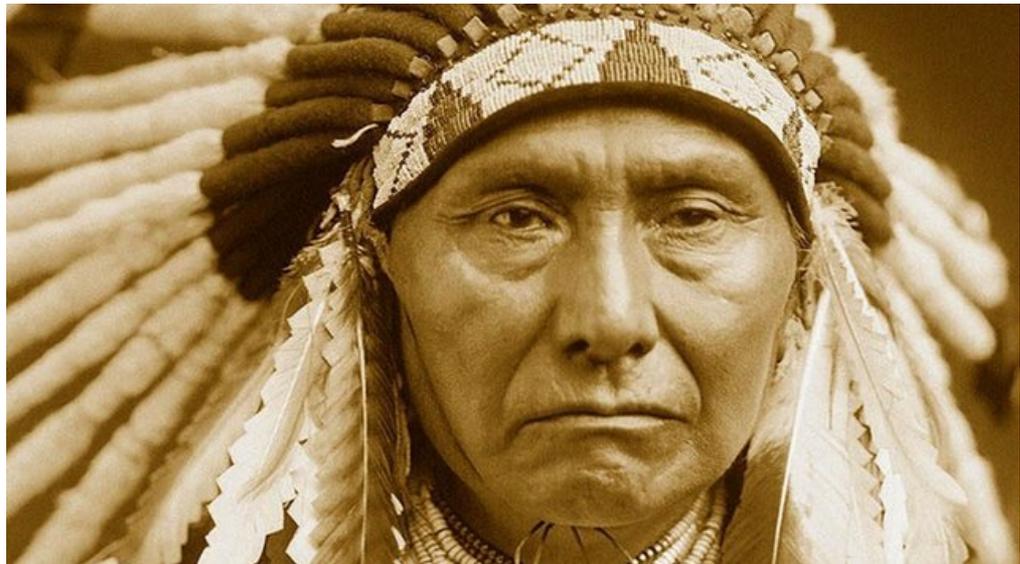
# HISTORICAL TRAUMA<sup>2</sup>

- What is historical trauma?
- It is a type of trauma that is often overlooked



# HISTORICAL TRAUMA<sup>3</sup>

- Most easily described as multigenerational trauma experienced by a specific cultural group



# WHO DOES THIS HAPPEN TO?

- Can be experienced by anyone living in families



# WHO DOES THIS HAPPEN TO? 2

- Marked by severe levels of trauma, poverty, dislocation, war, hunger,... who are still suffering as a result” (Cutler, n.d.).



# THE IMPACT OF THIS TYPE OF TRAUMA

- Is cumulative and collective
- Will manifest itself emotionally and psychologically in members of different cultural groups (Brave Heart,2011).

# THE IMPACT OF THIS TYPE OF TRAUMA<sup>2</sup>

- Seen as a collective phenomenon
- Those who have never even experienced the traumatic stressors, can still exhibit signs and symptoms of trauma



# COMMON GROUPS EXPERIENCING HISTORICAL TRAUMA

- Populations in long term conflicts...
- People of color...
- Exposed to generations of discrimination, racism, race based segregation and resulting poverty
- Exposed to micro aggressions, defined as “events involving discrimination, racism, and daily hassles...(Michaels,2010).

# Examples of Stressors

- Slavery
- Colonialism
- Imperialism
- Current manifestations: Mistrust of police,
- Self-protection(e.g. weapon ownership); feelings of low self worth(Rich and Grey,2005).



# Immigrants

- Traumatic experiences may vary by country of origin and from group to group
- Different reasons for immigration: Voluntary, forced relocation, displacement of groups of people



# Immigrants<sup>2</sup>

- May be exposed to discrimination, racism, forced assimilation/acculturation, colonization, and genocide



# American Indians

- This group has been exposed to generations of violent colonization, assimilation policies, and general loss
- Major stressors: The Americanization of Indian Boarding Schools



# American Indians 2

- The forced assimilation among their students
- Current Manifestations: High rates of suicide, homicide, violence, child abuse, alcoholism,...



## Manifested as:

- Historical unresolved grief that has not been adequately expressed, acknowledged, or unresolved (Johnson, J n.d.).
- Disenfranchised Grief: When loss cannot be voiced publicly or that loss is not openly acknowledged by the public

## Manifested as:2

- Generations of loss due to colonialism, disease, and other factors
- The right to grieve these collective experiences



## Manifested as:3

- Internalized oppression
- Traumatized people may began to internalize the views of the oppressor
- Perpetuates a cycle of self hatred and aggression
- Self inflict and inflict on members of their own group

# Intergenerational Poverty

- Can lead to family stress, child abuse and neglect, substance abuse, health challenges, and domestic violence (Wilson,2010).
- Poor people tend to cluster in certain neighborhoods



# Intergenerational Poverty<sup>2</sup>

- This concentration of poverty results in higher crime rates, under performing public schools, poor housing, and health conditions
- Limited access to private services, jobs... (Kneebone, Nadeau, & Berube, 2011).



# Other types of Trauma

1. Establishment of reservations
2. Shifting and forcing the thinking from inclusive and connected(circle) to a linear and disconnected(square)
3. Removal of children to Boarding Schools
4. Removal of children from homes
5. Refusal to allow Native Americans to use their own language

## Other types of Trauma<sup>2</sup>

6. Forced sterilization of women in many tribes
7. Frequent systemic violations against Native Americans by the government and law enforcement
8. Racism and stereotyping
9. Removal of group focus and encouragement of individuality focus

## Other types of Trauma<sup>3</sup>

10. Lack of trust in others-non native peoples,  
native peoples in tribal governments, lack of  
confidentiality in system
11. 90% reduction of Native American population  
since European dominance
12. Legally and militarily stopping ceremonies,  
healing practices, and spirituality

# Historical Trauma<sup>4</sup>

- The development as a social theory
- Recognized Leaders
- Maria Yellow Horse Braveheart, PhD.
- Widely regarded as the "mother of historical trauma"



# Transcending Historical Trauma

- Verna Bartlett. PhD. Native American elder and sexual abuse survivor
- Judy Bluehorse Skelton, Adjunct Professor at Portland State University's Graduate School of Education
- Lavina Wilkins, M.A. in Education and Counseling
- Woodrow Morrison, JD.

# Transcending Historical Trauma<sup>2</sup>

- How do we build a nation from a lost generation?
- We can't give up hope!
- “Our purpose is to heal from the unresolved grief that accompanies trauma”.(Maria Yellow Horse Braveheart,PhD.).



# The Historical Trauma Intervention Model

- Four major community intervention components
- First is confronting the historical trauma
- Second is understanding the trauma
- Third is releasing the pain of historical trauma
- Fourth is transcending the trauma

# Hypotheses for the Intervention Model

Three Major hypotheses:

1. Education increases awareness
2. Sharing effects of trauma provides relief
3. Grief resolution through collective mourning/healing creates positive group identity and commitment to community

# Resiliency

- What is resiliency?
- What characteristics mark people who will thrive in the face of risk factors or adversity versus those who succumb to destructive behaviors?  
(Richardson,2002,p.308).
- Some protective factors were identified and described as a result as being female, possessing good communication skills, having positive self-esteem, and supportive relationships with at least one adult.



- Resilient qualities are cultivated through interaction between protective mechanisms and risk factors, both internal and external (Meschke & Patterson, 2003; Richardson, 2002).
- Resilience is seen as dynamic and responsive rather than static or as fixed traits. It expands the meaning of resilience to include growth and further strengthening of resilience through coping with challenge or disruption, rather than simply recovering (Richardson, 2002).

# Resiliency<sup>2</sup>

- It is also suggested that resilience is a motivational energy
- A spiritual force
- A human adaption mechanism common to all human beings
- Not an exceptional trait of a few
- This drives people to pursue restoration
- Harmony and balance (Bonnano, 2004; Richardson, 2002; Tse & Liew, 2004).

# Cultural Resilience

- The theory of Cultural resilience
- Is based on traditional Native cultural beliefs, values and practices that sustain and reinforce Native American individuals, families, and communities and are still in use today
- We need to shift from what went wrong to what is working!
- This focuses on the strength of everyone to adapt positively despite adversity
- Learning to cope with adversity in a manner that results in positive outcomes or adaptation (HeavyRunner, & Marshall, 2003).

# Cultural Resilience<sup>2</sup>

- Several factors that increase cultural resilience
- Relevant concepts include a strong social and emotional connection with others that promotes group identity
- A high value of community
- Cultural adaption or the need to be bicultural
- Spirituality, promotion of future generations... 7<sup>th</sup> generation
- Wellbeing and creativity, use of music and humor to cope with oppression
- Address these in terms of their influence on the creation of conditions that aid in overcoming the effects of historic trauma

# Stepping Up

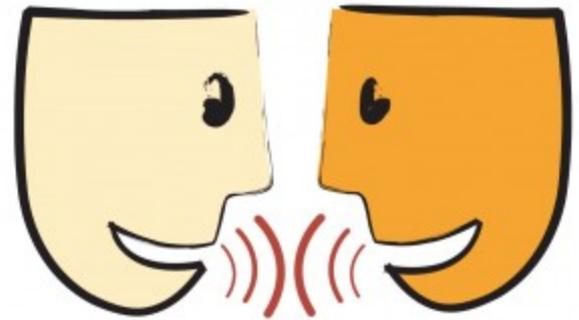
- Most parents basically want 4 things from their child:
- Have respect
- Take responsibility
- And be resilient
- Gratitude and helping others

# Stepping Up<sup>2</sup>

- Must have a sense of purpose
- Stick at it!
- Work toward something you believe
- This will create a vastly different emotional state

# The Power of Words

- Word are very powerful
- Words can harm and words can heal
- Self talk
- Remember your strengths
- Pray, meditate
- Write about it/Talk about it
- Surround yourself with loving people



Be a blessing to everyone you meet!

Treat everyone you meet with  
**Dignity!**

**BE REALISTIC**

**DEMAND**

**THE IMPOSSIBLE!!**

**Due to Mature subject Matter,  
Viewer Discretion is advised**

Eddie Grijalva, LISAC, CRSS  
Program Manager  
The Haven Residential  
The Haven IOP

# Trauma Informed Care and the ACE Study

- Implementing Trauma Informed Care with a Native American Population in a Residential Setting



## Learning Objectives

- 1. What is Trauma Informed Care, and why should we care
- 2. The Impact of The ACE Study: Adverse childhood experiences are common although typically concealed and unrecognized
- A unique perspective on managing adolescent behavior

# Principles of Trauma Informed Services

- Principle 1 Trauma-informed services recognize the impact of violence and victimization on development and coping strategies
- Principle 2 Trauma-informed services identify recovery from trauma as a primary goal
- Principle 3 Trauma-informed services employ an empowerment model
- Principle 4 Trauma-informed services strive to maximize a survivor's choice and control over his or her recovery

- Principle 5 Trauma-informed services are based in a relational collaboration
- Principle 6 Trauma-informed services create an atmosphere that is respectful of survivor's need for safety, Respect, and acceptance
- Principle 7 Trauma-informed services emphasize survivors strengths, highlighting adaptations over symptoms and resilience over pathology
- Principle 8 The goal of Trauma-informed services is to minimize the possibilities of retraumatization
- Principle 9 Trauma-informed services strive to be culturally competent and to understand each person in the context of his or her life experiences and cultural background

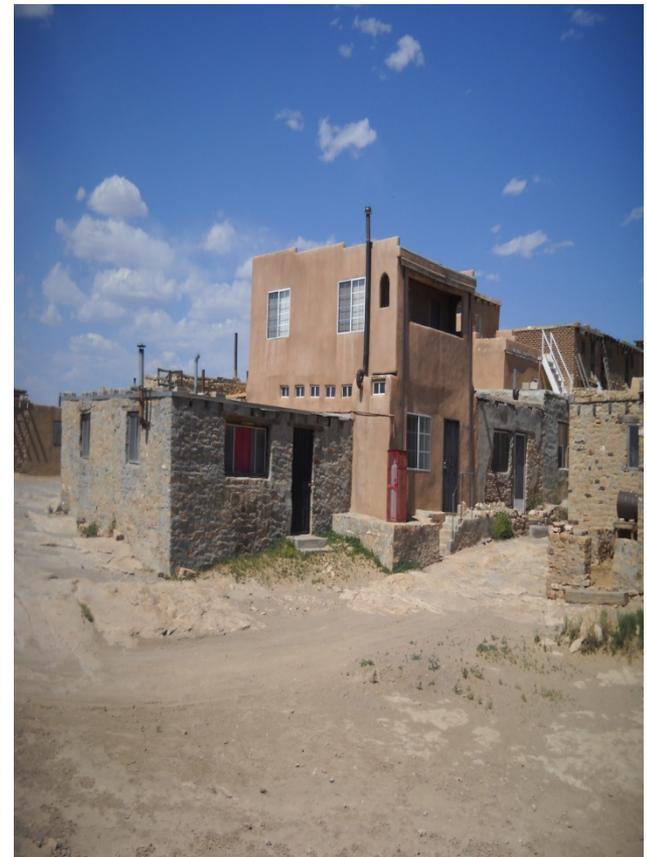
- Principle 10 Trauma-Informed agencies solicit consumer input and involve consumers in designing and evaluating services
- Elliot,D, Bjelajac,P, Falot,R, Markoff,L,& Reed,B (2005)
- Trauma Informed or Trauma Denied: Principles and Implementation of Trauma Informed Services for Women; JOURNAL OF COMMUNITY PSYCHOLOGY, Vol. 33, No. 4, 461-477

# Transcending Historical Trauma<sup>3</sup>

- How do we build a nation from a lost generation?
- We can't give up hope!
- “Our purpose is to heal from the unresolved grief that accompanies trauma”.(Maria Yellow Horse Braveheart,PhD.).

# Trauma Informed care

- What is trauma?
- Experiencing, witnessing, or being threatened with an event or events that involve actual serious injury, a threat to the physical integrity of one's self or others, or possible death.
- Responses to these events include intense fear, helplessness, or horror.



# Trauma Informed Care<sup>3</sup>

- Basic principles
- Trauma as a defining and organizing experience
- Shapes a survivors sense of self and others
- Understanding problem behaviors originate as attempts to cope with experiences
- Trauma may be seen in life domains not obviously related to experiences of violent victimization
- Substance abuse, eating disorders, relationship difficulties

# Trauma Informed care<sup>4</sup>

- Healing invisible wounds
- Shelter from the storm
- Implementing Trauma informed care
- Universal precautions
- Organizational structure
- Who has to know?



# Trauma informed Care<sup>5</sup>

- Addressing trauma in addiction treatment
- Trauma
- Trauma Denied
- Trauma Informed
- Trauma Specific
- CAIR



# Trauma Informed care<sup>6</sup>

- Ideally, treatment programs should create trauma informed environments
- Shelters, Rigid rules
- Havens-
- Provide services that are sensitive
- Respond to the unique needs of trauma survivors



# The Ace Study

- The Relationship of Adverse Childhood Experiences to Adult health
- Vincent J. Felitti, MD
- The origins of addiction
- How the study began
- Purpose of the study
- Examined the influence of Adverse childhood experiences on the physical, mental, social, and economic health of participants

# James Garbarino- Lost Boys: How our Sons Turn Violent and How We Can Save Them

- The ten facts of life for violent males subjected to trauma.
- 1. Survival strategies often involve antisocial and/or self-destructive responses.
- 2. Child becomes hypersensitive to arousal...
- 3. Traumatized kids need a calming and soothing environment...
- 4. Traumatized youth are likely to lack a future orientation.
- 5. Traumatized youth tend to develop “juvenile vigilantism”,

- 6. Some youth are likely to have distorted materialistic values.
- 7. Traumatized youth are likely to view life as meaningless.
- 8. Issues of shame are paramount.
- 9. Violence can be seen as an attempt to achieve justice, as the child sees it.
- 10. Such children cannot afford empathy.

# ACE Study

- Number of participants
- Comprehensive evaluation
- Three common categories
- Question
- Treating symptoms
- Minimal results



# ACE Study<sup>2</sup>

- Linking the progression
- How we become who we are
- Individually and as a nation
- Why is this important?
- Medical
- Social
- Economic implications
- ACE Study findings-risk factors for disease are not randomly distributed in the population

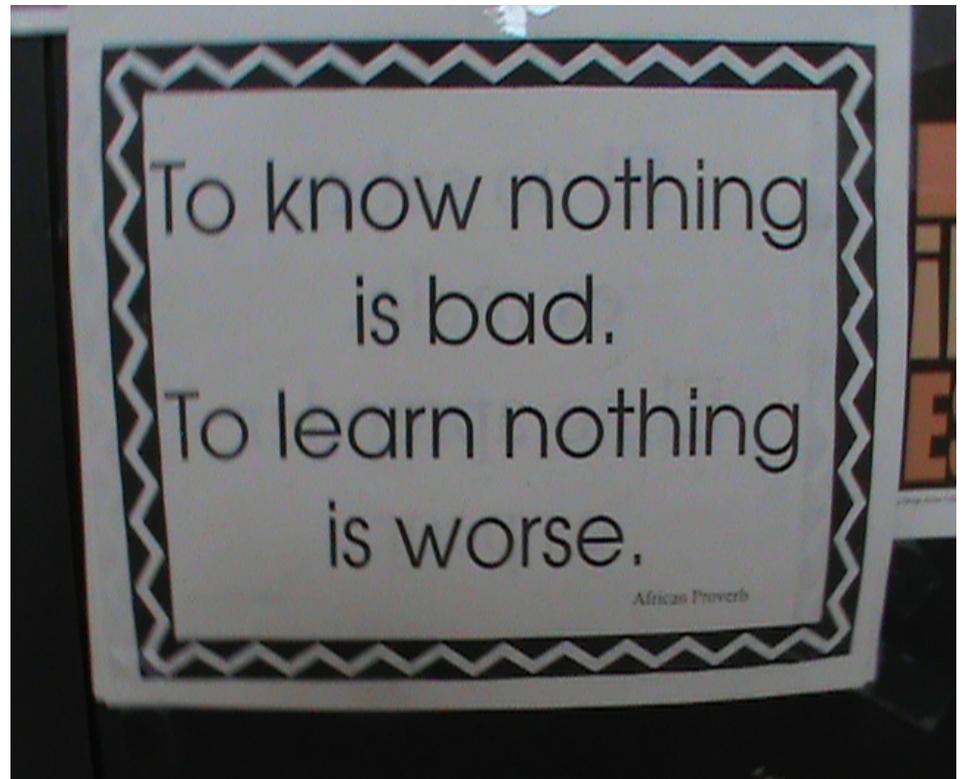
# ACE Study<sup>3</sup>

- Study outcomes
- Give us reason to reconsider the structure of health care
- Treating symptoms?
- Do the drugs make us addicts?



## Ace Study<sup>4</sup>

- Reveals a powerful relationship of then and now
- Examines major causes of adult mortality
- Conversion of traumatic emotional experiences in childhood into organic disease later in life
- How does this happen?



# ACE Study<sup>5</sup>

- Reverse alchemy
- Turning gold into lead
- Neurodevelopment
- Neuroplasticity -Barbara Arrowood-Smith
- The Woman Who Changed Her Brain
- Gabor Mate- In The Realm of Hungry Ghosts

- **Finding Your ACE Score**
- 092406RA4CR
- **While you were growing up, during your first 18 years of life:**
- 1. Did a parent or other adult in the household **often or very often...**
- Swear at you, insult you, put you down, or humiliate you?
- **or**
- Act in a way that made you afraid that you might be physically hurt?
- Yes No If yes enter 1 \_\_\_\_\_
- 2. Did a parent or other adult in the household **often or very often...**
- Push, grab, slap, or throw something at you?
- **or**
- **Ever hit you so hard that you had marks or were injured?**
- Yes No If yes enter 1 \_\_\_\_\_
- 3. Did an adult or person at least 5 years older than you **ever...**
- Touch or fondle you or have you touch their body in a sexual way?
- **or**
- Attempt or actually have oral, anal, or vaginal intercourse with you?
- Yes No If yes enter 1 \_\_\_\_\_
- 4. Did you **often or very often feel that ...**
- No one in your family loved you or thought you were important or special?
- **or**
- Your family didn't look out for each other, feel close to each other, or support each other?
- Yes No If yes enter 1 \_\_\_\_\_
- 5. Did you **often or very often feel that ...**
- You didn't have enough to eat, had to wear dirty clothes, and had no one to protect you?
- **or**
- Your parents were too drunk or high to take care of you or take you to the doctor if you needed it?
- Yes No If yes enter 1 \_\_\_\_\_

6. Were your parents **ever separated or divorced?**

Yes No If yes enter 1 \_\_\_\_\_

7. Was your mother or stepmother:

**Often or very often pushed, grabbed, slapped, or had something thrown at her?**

**or**

**Sometimes, often, or very often kicked, bitten, hit with a fist, or hit with something hard?**

**or**

**Ever repeatedly hit at least a few minutes or threatened with a gun or knife?**

Yes No If yes enter 1 \_\_\_\_\_

8. Did you live with anyone who was a problem drinker or alcoholic or who used street drugs?

Yes No If yes enter 1 \_\_\_\_\_

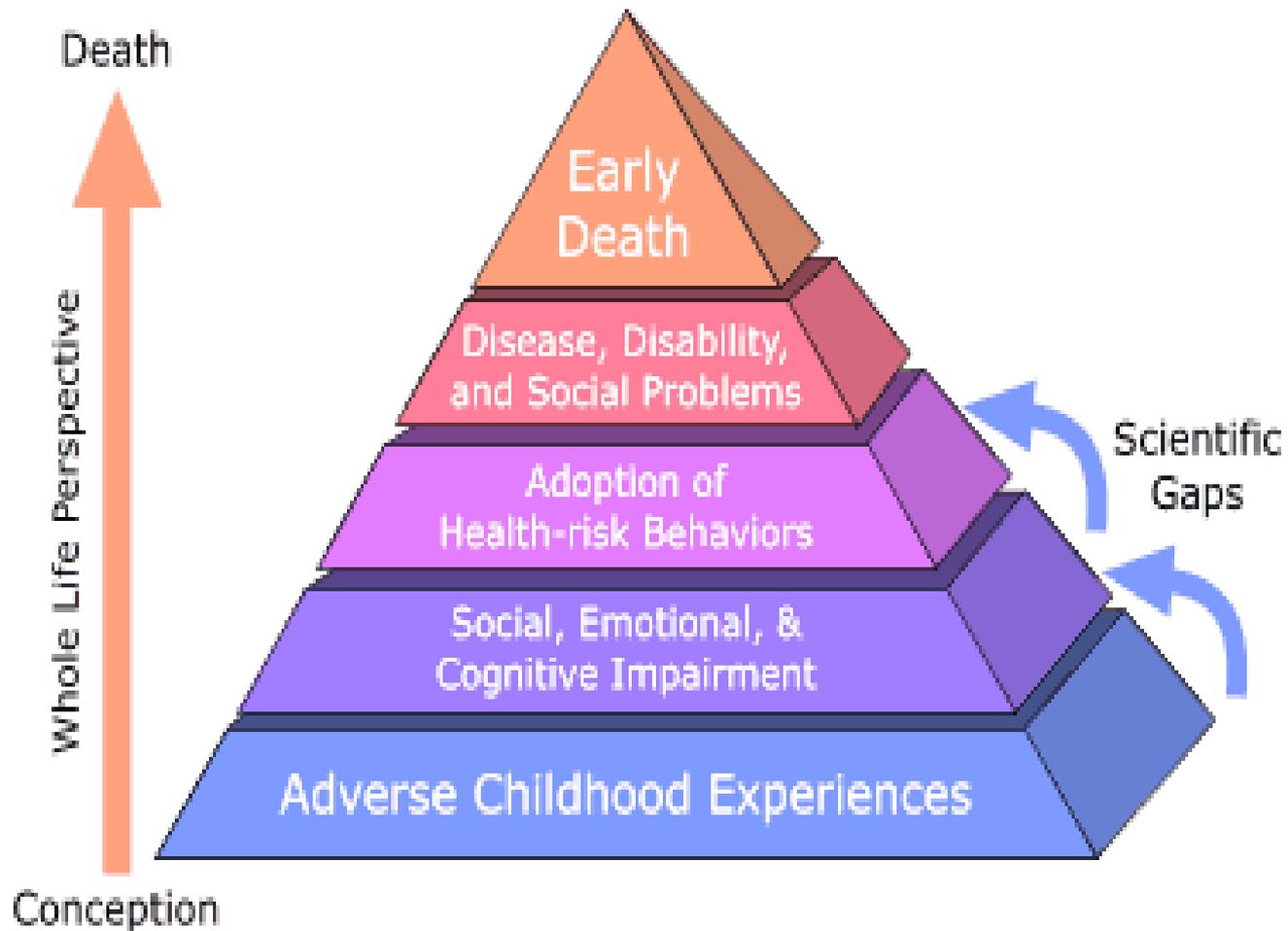
9. Was a household member depressed or mentally ill, or did a household member attempt suicide?

Yes No If yes enter 1 \_\_\_\_\_

10. Did a household member go to prison?

Yes No If yes enter 1 \_\_\_\_\_

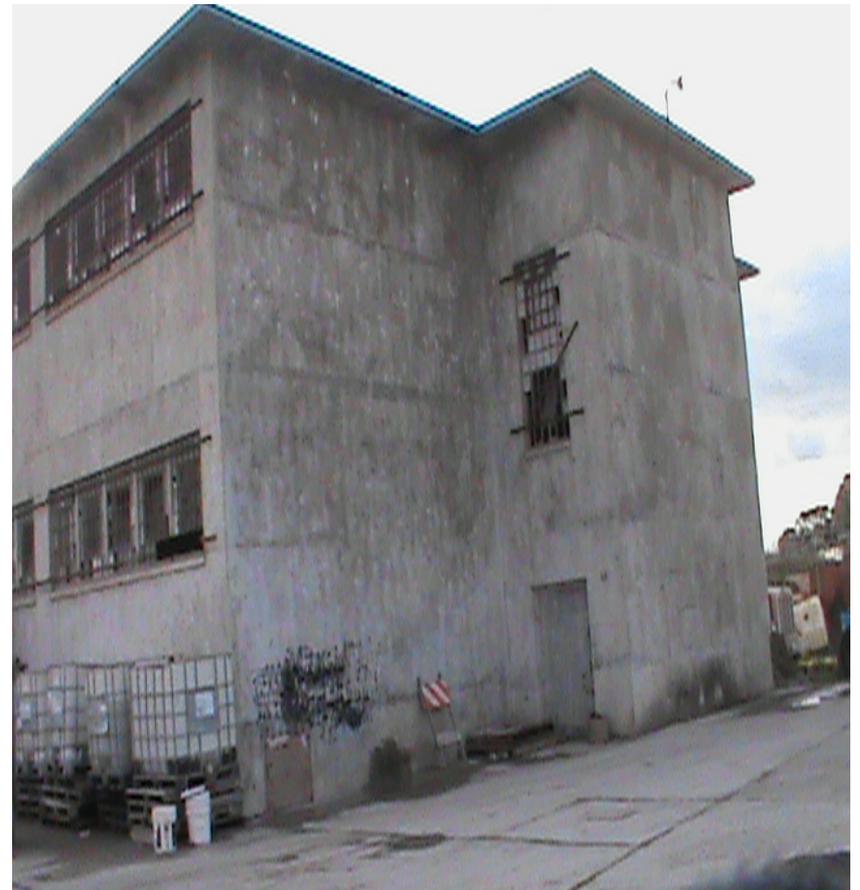
**Now add up your “Yes” answers: \_\_\_\_\_ This is your ACE Score.**



- Implementing the ACE Score
- Top down support
- Introduced to staff
- Staff self reporting
- Why?

- Healing the wounded
- Trauma and chronic stress in the personal lives of staff
- Self care in health care
- Next phase
- Educate the members
- Members self report on ACE
- Low scores
- High scores

- Becomes treatment foundation
- In The Realm of Hungry Ghosts
- Trauma Informed care
- Cultural considerations
- Populations served
- Treatment challenges



- Urban and rural experiences
- Co-occurring disorders may impede treatment process
- Staff adequately trained
- Continual training
- Normal response is to focus on behavior



- Altering the landscape
- There is a need to radically change our approach
- What's the matter with you!!
- What happened to you?



- This world demands something greater: The love of family and community
- No one has all the answers
- It takes passion and compassion

EVERYDAY  
IS YOUR  
CHANCE  
TO MAKE  
THIS CITY  
A LITTLE  
BETTER.



SEWING

Violence is never the answer!



All Unattended  
Children  
Will Receive

*A Cup Of Espresso  
And A Free Puppy*

70  
Sac

- God help me to be the kind of person my dog thinks I am
- [EddieGrijalva](#)
- [@thehaventucson.org](#)
- 520-425-7193

