



BACKGROUND

The Juvenile Justice Diversion for Tribal Youth Initiative brought together teams of community leaders from eight tribal nations – Cheyenne River Sioux, Lower Brule Sioux, Red Lake Band of Chippewa, and Ute Mountain Ute in 2014-15, and Colorado River Indian Tribes, Fort Peck Assiniboine and Sioux Tribes, San Carlos Apache Tribe, and Shoshone-Bannock Tribes in 2015-16 – as well as national experts on topics relevant and necessary to support the development and implementation of innovative approaches to juvenile justice diversion for youth with behavioral health conditions in Indian Country.

This effort was supported by the John D. and Catherine T. MacArthur Foundation and the Substance Abuse and Mental Health Services Administration, and coordinated by the National Center for Mental Health and Juvenile Justice at Policy Research Associates and the Technical Assistance Collaborative, in partnership with the National Native Children's Trauma Center at the University of Montana.

A key element of this initiative was convening work groups made up of representatives from participating nations and partners. The aim of the each work group was to conceptualize and develop a resource that would contribute to the knowledge base of “what works” in Indian Country in order to support juvenile justice reform efforts.

After much discussion, the 2014-15 work group decided to create a web-based resource that:

- Captured the experiences of the four tribal nations in the hope that others who aim to improve behavioral health and juvenile justice services in Indian Country will find them useful
- Identified cross-site learnings from these four tribal nations
- Recommended policy and practice reforms for tribal, state, and federal agencies that are necessary to achieve successful juvenile justice transformation in Indian Country

The 2015-16 work group sought to develop materials that support youth, family, and community engagement in juvenile justice diversion programs. Specifically, the tribes worked individually and jointly to develop short videos that capture youth, family, and community voice within the context of the juvenile justice diversion project.

Their efforts, learnings, and experiences are documented here in the hope that others who aim to improve behavioral health and juvenile justice services in Indian Country will find them useful.

POSITIVE OUTCOMES



Improved mental health



Improved health outcomes



Reduced substance use



Improved health-related knowledge



Increased quality of life

USING STRENGTHS-BASED
APPROACHES TO ACHIEVE

POSITIVE OUTCOMES

FOR AMERICAN INDIAN/
ALASKA NATIVE YOUTH
IN CONTACT WITH
JUVENILE JUSTICE

32% of AI/AN
youth live in
poverty



For every life lost to
alcoholism in the general
population, 5 are lost in
AI/AN communities



Compared with the
general population, AI/AN
youth carry

2X + 3X

the risk
of trauma

the rate
of PTSD

STRENGTHS-BASED APPROACHES



Tribal problems are best addressed with tribal
solutions—tailor programs to meet specific Tribal needs



Support youth exploring aspects of
their heritage that emphasize strength
and pride



Develop
strategies to
engage parents,
extended family,
and elders



Tribes are diverse:
Incorporate each
tribe's unique
culture into all
interventions

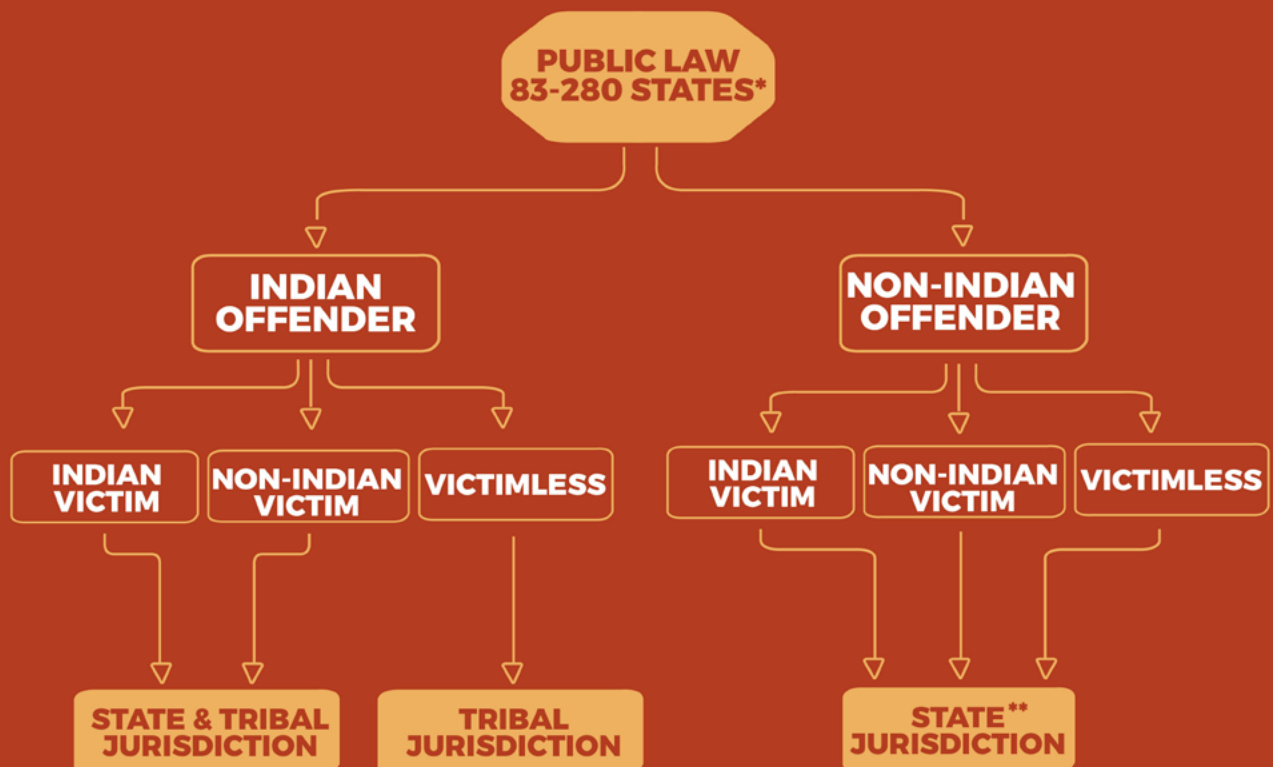
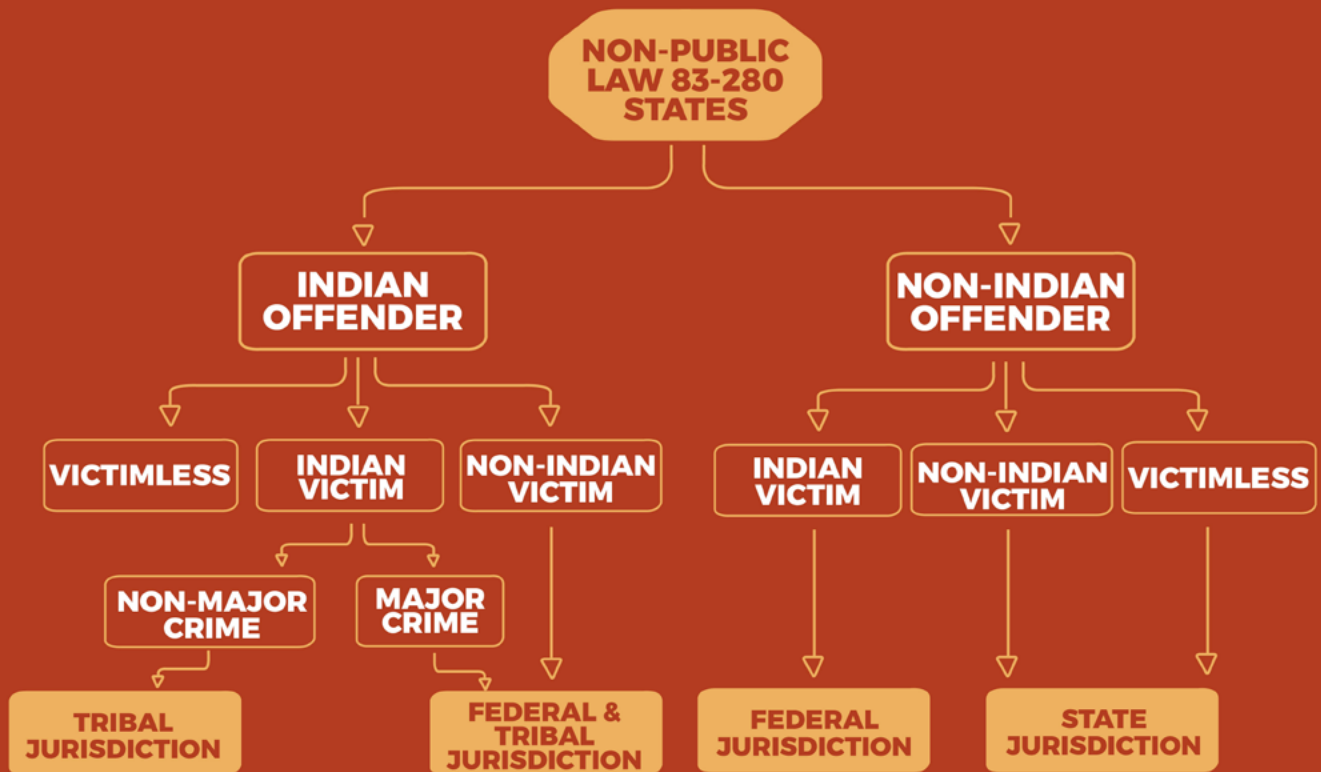


Maximize youth
involvement

NATIONAL CENTER FOR MENTAL
HEALTH AND JUVENILE JUSTICE
www.ncmhjj.com

GENERAL OVERVIEW OF CRIMINAL JURISDICTION IN INDIAN COUNTRY

ADAPTED FROM 'A ROADMAP FOR MAKING NATIVE AMERICA SAFER: REPORT TO THE PRESIDENT & CONGRESS OF THE UNITED STATES' (2015)



*Under the 'Tribal Law and Order Act of 2010', Tribes can opt for added concurrent Federal jurisdiction, with Federal consent. Neither this Tribe-by-Tribe issue nor the various configurations of "Optional 280" status is shown in this chart.

**Under the 'Violence Against Women Act Reauthorization of 2013' (VAWA Amendments), after 2015, Tribes may exercise Special Domestic Violence Jurisdiction with the Federal Government and with States for certain domestic violence crimes.

PARTICIPATING TRIBES

	<h3>CHEYENNE RIVER SIOUX TRIBE</h3> <p>The Cheyenne River Sioux Tribe, located in central South Dakota, is home to the four bands (Tiospaye) of the Titunwan People of the Plains: The Mnikoju (Planters by the Water), Owohe Nupa (Two Kettle), Itazipa Cola (Without Bows), and Siha Sapa (Black Foot).</p> <p>Project Vision: <i>To continue our tradition of working to help our youth heal and feel safe, offering them the tools to live a better life, and enable them to flourish within our community by developing a program using both traditional and contemporary methods to divert and reduce recidivism of Red Lake youth with behavioral challenges.</i></p>
	<h3>THE COLORADO RIVER INDIAN TRIBES</h3> <p>The Colorado River Indian Tribes, located along the Colorado River on both the Arizona and California side, is home to four distinct tribes: The Mohave, Chemehuevi, Hopi and Navajo.</p> <p>Project Vision: To create a youth-centered diversion program that promotes a new path for the youth that focuses and relies on family and community involvement and the unique cultural traditions and values of the four tribes.</p>
	<h3>UTE MOUNTAIN UTE</h3> <p>The Ute Mountain Ute Tribe, located in Colorado, Utah and New Mexico, is home to approximately 1,400 members of the Ute Mountain people</p> <p>Project Vision: To provide our youth and families with culturally relevant, holistic services and supports derived from effective screening through meaningful Tribal community collaboration based on a multi-disciplinary approach and coordinated through a single point of contact.</p>
	<h3>THE SAN CARLOS APACHE TRIBE</h3> <p>The San Carlos Apache Tribe, located in Southeastern Arizona, is home to approximately 15,650 members of the Apache tribe.</p> <p>Project Vision: The San Carlos Apache Tribe hopes to do all that we can to keep our children out of the juvenile justice system. We hope to promote a juvenile justice culture shift to prevent children from entering the juvenile justice system, in order to prevent and break intergenerational justice involvement.</p>



RED LAKE NATION

Red Lake Nation, home to the Red Lake Band of Chippewa, is one of the few completely sovereign reservations in the United States and is the only “closed reservation” in Minnesota.

Project Vision: To continue our tradition of working to help our youth heal and feel safe, offering them the tools to live a better life, and enable them to flourish within our community by developing a program using both traditional and contemporary methods to divert and reduce recidivism of Red Lake youth with behavioral challenges.



LOWER BRULE SIOUX TRIBE

The Fort Peck Assiniboiné and Sioux Tribes, located on the Northeastern corner of Montana is home to members of two bands: The Assiniboiné and Sioux Tribes.

Project Vision: To heal our broken youth so they become future leaders and model citizens who contribute back to the tribe.



THE SHOSHONE-BANNOCK TRIBES

The Shoshone-Bannock Tribes, located on the Fort Hall Reservation in southeast Idaho, is home to approximately 5,681 tribal members.

Project Vision: To improve the well-being of our native youth and families by providing them with strengths-based services and supports that will connect them to their culture and community through the development and implementation of diversion policies and programs for our youth with behavioral health issues. The Shoshone-Bannock Tribe is committed to creating a front-end diversion policy that is contemporary without compromising culture, reduces the recidivism rate of juveniles, and empowers youth to be leaders, identify with their tribe, and be successful individuals in the community. We hope to create a diversion program that is community oriented, resulting in balance in the community and drawing on the strength of the family and the guidance of our elders.



THE FORT PECK ASSINIBOINE AND SIOUX TRIBES

The Fort Peck Assiniboiné and Sioux Tribes, located on the Northeastern corner of Montana is home to members of two bands: The Assiniboiné and Sioux Tribes.

Project Vision: The Fort Peck Tribes envision a preventative measure for our youth to not get involved in the Juvenile Justice System.

VIDEOS

IN THE LANGUAGE



LOOK TO THE TRIBE



REIMAGINED FUTURES



A CULTURAL FOUNDATION



RECOMMENDATIONS

In order to successfully develop, implement and sustain a program to identify American Indian youth with behavioral health conditions and keep them from progressing deeper into the juvenile justice system, there are a number of key considerations that tribes must attend to. The recommendations provided are based on cross-site learnings and experiences of the four tribal nations participating in this initiative.

These recommendations are not presented in a particular order that is meant to imply that the implementation process is always linear, with one step following another; rather, these recommendations are intended to describe key considerations that tribes should discuss as part of the development process.

FORMALIZE THE JUVENILE JUSTICE DIVERSION PROCESS

- Revise tribal code, if necessary, to allow for juvenile justice diversion.
- Establish a culturally sensitive and relevant juvenile justice diversion process.
- Create opportunities for youth and families to participate in the program planning process, especially those with past juvenile justice and relevant service system experience.
- Develop written policies and procedures that clearly spell out what the diversion process is and how the desired outcomes will be achieved. [Note that this may include formalizing informal diversion processes, collaborations, and resources that are already in place.] Policies and procedures should:
 - Define the target population and set eligibility criteria for the juvenile justice diversion program.
 - Specify screening and assessment processes that will be used to identify mental health, substance use, and other related needs.
 - Identify community-based resources, services and supports that will be provided to youth and families, as well as processes for making these referrals.
 - Protect the rights of youth participating in the juvenile justice diversion program.
 - Identify or hire staff – usually a single juvenile probation officer or case manager – to oversee the juvenile justice diversion program who is responsible not only for implementation, but for identifying funding to sustain the program.
 - Provide ongoing education and training to juvenile justice staff and community providers on what diversion is, why it is important, and what the goals of the program are.
 - Reward success – it is critical to acknowledge when a youth successfully completes the diversion process.

ENGAGE IN COMMUNITY OUTREACH TO GARNER SUPPORT FOR THE DIVERSION PROGRAM

- Use various methods and networks to build community support for the diversion program. For example:
- Community events
- Tribal council meetings or events held to communicate with constituents
- Newspaper articles, op-ed, and success stories
- Radio and/or closed circuit television
- Social media
- Tribal webpages

ENGAGE AND INVOLVE FAMILIES IN A MEANINGFUL WAY THROUGH THE DIVERSION PROCESS

- Create opportunities for youth and families to engage in the diversion process in a meaningful way. For example, when developing the diversion agreement and treatment plan, collaborate with the youth and family to identify needs, set realistic goals and refer what services and supports in the community are necessary and most appropriate. Get input from the youth.
- Invite individuals that would not be traditionally defined as family (e.g., an “aunt” who is actually a long-time friend of the youth and family) to participate in the specific diversion program or to participate in the overall process.
- Provide access to a family advocate whenever possible or, at a minimum, materials that provide information on the diversion process – rights and responsibilities – so that families can advocate for themselves.
- Develop wraparound treatment plans that provide a holistic view on addressing the needs of the family – services and supports for the youth in contact with the juvenile justice system, their caregiver(s) and, when necessary, other children living in the home.
- Provide incentives for the family to participate in the diversion program and in services required as part of the overall process (e.g., a gift card to a local store).
- Engage youth and families in their home and in the community (e.g., schools, community events).
- Develop or link to youth leadership opportunities so that youth can connect with other youth and become active, engaged members in their community.

IDENTIFY KEY LEADERSHIP TO SUPPORT AND SUSTAIN DIVERSION PLANNING AND IMPLEMENTATION EFFORTS

- Identify key leadership at multiple levels – tribal council, department heads, and mid-level managers – necessary to support and sustain juvenile justice diversion planning and implementation.
- Designate a work group leader who is responsible for convening regular planning meetings, building strong working relationships with all necessary partners, and overseeing the strategic planning process. This work group leader should be someone in a mid-level management position or above.

PLAN FOR PROGRAM SUSTAINABILITY FROM THE START

- Work with tribal elders, tribal council, and community members to ensure that the juvenile justice diversion program is culturally sensitive and appropriate for tribal youth.
- Develop Memorandum of Agreements (MOA) or Memorandum of Understanding (MOU) between departments or agencies participating in the juvenile justice diversion effort.
- Know the applicable laws (tribal, state and federal) and implement reform when necessary.
- Collect data to evaluate the diversion program and communicate the results of the evaluation with the community and funders to market the program.
- Learn about and work to access alternative or non-traditional resources for funding – e.g., private foundations, Department of Transportation.
- Provide ongoing, continuous training opportunities for juvenile justice diversion staff and program partners.
- Keep written policies and procedures that clearly define parameters and guidelines for juvenile justice diversion of youth with behavioral health needs up-to-date.
- Repurpose the cross-systems collaborative work group to serve as an advisory board for the juvenile justice diversion program.
- Convene events to support collaboration and networking with community and program partners (e.g., potlucks).
- Convene a meeting with state and federal agency representatives to review the program goals, identify resources available, and to discuss ongoing support for these efforts.
- Educate national advocacy organizations and the U.S. Congress about the needs within tribes specific to youth with mental, substance use, and trauma-related disorders.

IDENTIFY OR HIRE STAFF TO OVERSEE THE JUVENILE JUSTICE DIVERSION PROGRAM

- Identify or hire staff – usually a single juvenile probation officer or case manager – to oversee the juvenile justice diversion program who is responsible not only for implementation, but for identifying funding to sustain the program.
- Responsibilities for staff may extend beyond program implementation and day-to-day program management to include working with tribal elders, tribal council, and community members to ensure that the juvenile justice diversion program is culturally sensitive and appropriate for tribal youth.
- Designate a small portion of the juvenile justice program manager's job to grant writing and other outreach activities focused on identifying ongoing funding. Have a business plan in place that can be referenced when seeking funding from new sources both within the tribe and outside of the tribe.

IDENTIFY RESOURCES AVAILABLE TO SUPPORT IMPLEMENTATION OF A DIVERSION STRATEGY

- Take an inventory of existing resources to identify those available to support implementation of the diversion strategy. Resources may include:
- Staff: Identify or hire one person – usually a juvenile probation officer or case manager – to oversee the juvenile justice diversion program who is responsible not only for implementation but for identifying funding to sustain the program.
- Services: Conduct a survey to identify all community-based and residential services and supports available for tribal youth. Be sure to make certain that services and supports are evidence-based, appropriate for youth and that they are culturally sensitive. Catalog these resources, update on an annual basis, and make this information available to the juvenile justice diversion program manager.
- Facility: Locate unused or underused space that can be re-allocated to the juvenile justice program. Space may be necessary to accommodate diversion staff, to host specific programs, and for youth and/or parent groups.
- Training: Access free onsite and virtual training available through federal and national organizations on topics necessary to implement the diversion program (e.g., screening, trauma, billing and coding for Medicaid). Secure funds – tribal general funds, federal/state/private foundation grants, fund-raising, cross-agency collaboration – to support training that is not available for free.
- Think beyond implementation. Identify and secure funding that will not only support implementation, but that will also provide some level of sustainability for the program (e.g., providers able to access Medicaid reimbursements).

IDENTIFY A CONTINUUM OF SERVICES AND SUPPORTS NECESSARY TO HELP YOUTH AND FAMILIES ACHIEVE SUCCESS, AND DEVELOP FORMAL REFERRAL PROCESSES THAT PROMOTE ENGAGEMENT IN SERVICES

- Provide youth and families with access to a full continuum of culturally appropriate services and supports, including:
 - Behavioral health services and supports (including crisis/mobile services)
 - Physical health/medical services
 - Housing services, if needed
 - Education and/or employment services
 - Youth leadership
 - Life and independent living skills
 - Parenting skills (for youth, if necessary)
 - Arts and recreation
 - Peer mentorship/support services for parents
- Arrange for or provide transportation to and from services for youth and families that have no other means to otherwise access services.
- Seek alternatives – such as telehealth – when local services are not available.

CONVENE A CROSS-SYSTEMS COLLABORATIVE WORK GROUP

- Convene a cross-systems collaborative work group to focus on diversion for youth with behavioral health disorders. Consider inviting representatives from: Tribal Council, schools, law enforcement, court personnel (judges, prosecutors, and public defender), probation, juvenile detention, community-based mental health and substance abuse service providers, family and children's services, elders, cultural or historical departments, and other interested community partners.
- Invite mid-level managers from the tribe, particularly those who will be responsible for implementing the juvenile justice diversion strategy, to participate in development of the program.
- Develop a shared vision statement that will guide the juvenile justice diversion efforts and that can be shared by all who are involved.
- Build collaborations with tribal partners – local, state and federal – to increase the likelihood of program success and sustainability.

COLLECT DATA TO SUPPORT THE DEVELOPMENT AND EVALUATION OF PROGRAM EFFECTIVENESS

- Develop a logic model based on the clearly defined program objectives as the foundation for the program evaluation.
- Identify indicators or measures for each program objective, and create mechanisms to collect the data necessary to respond to each indicator or measure.
- Establish databases to collect the data. Be sure to establish procedures that private/sensitive information about the youth and their family is protected.
- Enter into data sharing agreements with partner agencies so that all relevant information regarding stated program outcomes can be measured.
- Communicate the results of the program evaluation with program partners on a regular basis.

DEFINE OBJECTIVES AND SET MEASURES

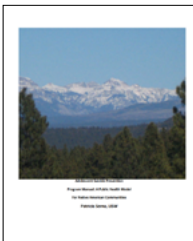
- Address the issue that brought the youth to the juvenile justice system in the first place.
- Identify expected outcomes for youth and families. For example:
 - Complete term of justice supervision
 - Participate in behavioral health treatment services and/or other community-based services and supports
 - Attend school and/or obtain employment
 - Increase in family involvement (use family survey to measure)
- Define success for the overall program. For example:
 - Increase cross-agency collaboration
 - Decrease in recidivism for youth that participate in program
 - Decrease in school discipline
 - Increase school attendance
 - Increase youth and family engagement in services
 - Improve youth and family satisfaction

RESOURCES

The resources presented here are those identified as most useful in the process of developing and implementing early diversion in Indian Country for youth with mental, substance use, and trauma-related disorders. Resources include toolkits, issue reports with recommendations and solutions, policy and procedure manuals, and fact sheets. The resources page is intended for use by tribal workgroups, tribal juvenile justice departments and service providers, community leaders, and others seeking to implement juvenile justice diversion strategies in Indian Country.

- [COLLABORATION](#)
- [DIVERSION GUIDES & MODELS](#)
- [EVIDENCE-BASED PRACTICES](#)
- [FAMILY ENGAGEMENT](#)
- [FUNDING & SUSTAINABILITY](#)
- [INTEGRATING TRADITIONAL PRACTICES](#)
- [JURISDICTION ISSUES](#)
- [MENTAL HEALTH & SUBSTANCE ABUSE, SERVICES & SUPPORTS](#)
- [POLICY BRIEFS & RECOMMENDATIONS](#)
- [SCREENING & ASSESSMENT](#)
- [SUICIDALITY](#)
- [STRENGTHS & PROTECTIVE FACTORS](#)
- [TRAUMA](#)

COLLABORATION



[Adolescent Suicide Prevention Program Manual: A Public Health Model for Native American Communities](#)

This program manual details the Adolescent Suicide Prevention Program, developed by an isolated rural Tribal community in the Southwest in 1989 in response to the disproportionately high rate of suicide among Western states' Native American communities. The Tribal Council worked with Indian Health Services to identify risk factors, implement prevention activities, provide direct mental health services to high risk individuals, and "implement a community systems approach to increase community education and awareness." As a result of these efforts a model of public health was created, the evolution of which is detailed here. The appendices include useful forms such as a Patient Data Reporting Form.



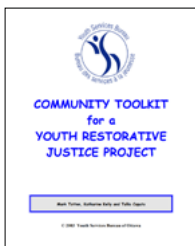
[American Indian and Alaska Native Resource Manual](#)

This manual extensively details "the need for AI/AN outreach, the importance of cultural competence and how to develop it, how to create AI/AN outreach plan," and how to evaluate and share your efforts with others. It provides recommendations rooted in an informed understanding of the unique needs of AI/AN peoples, and includes strategic plans, program evaluations and satisfaction surveys, and goal-planning guidance.



[A Roadmap for Making Native America Safer](#)

This report to the United States President and Congress contains recommendations for reducing crime in American Indian and Alaska Native nations and increasing justice for their citizens. It includes recommendations regarding jurisdiction debates, establishing intergovernmental cooperation, detention alternatives, and Alaska Native justice issues specifically. Of particular interest are the recommendations regarding strengthening tribal justice services and suggested juvenile justice reforms.



[Community Toolkit for a Youth Restorative Justice Project](#)

This toolkit is aimed at helping communities (ethnic, neighborhood, religious, etc.) resolve conflicts caused by the harm to one member of your community by another. It includes guidance on big-picture issues such as building commitment and funding, as well as detailed instructions on facilitation of CJF, eligibility criteria, and measuring progress. An extensive set of appendices including surveys, information flyers, and consent forms is included.



[Juvenile Diversion Guidebook](#)

The Juvenile Diversion Guidebook from the Models for Change Juvenile Diversion Workgroup was created to provide juvenile justice practitioners with a roadmap for addressing the inconsistencies in how diversion programs are developed and conducted. This roadmap takes the form of 16 steps for developing and improving juvenile diversion programs, each of which includes background, options, considerations, and case studies



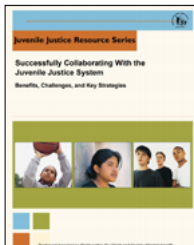
[Reclaiming Futures initiative from a Sicangu Lakota tribal perspective: Lessons shared](#)

This paper discusses the experience of the Rosebud reservation and their work with the Reclaiming Futures Model through the Oyate Teca Owicakiya (Helping Young People) initiative. The challenges encountered and lessons learned in the partnership between Reclaiming Futures and the people of the Sicangu Lakota are presented in order to support the success of similar initiatives in the future.



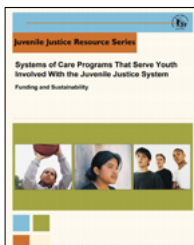
[Report of the Attorney General's National Task Force on Children Exposed to Violence](#)

The National Task Force on Children Exposed to Violence created this report to provide recommendations based on the current state of children exposed to trauma in the United States. Their report includes an executive summary, overall recommendations, and sections on identification, treatment, community action, and juvenile justice reform.



Successfully Collaborating With the Juvenile Justice System – Benefits, Challenges, and Key Strategies

This document provides strategies for community-based programs to collaborate with the juvenile justice system, broken into categories based on the barriers to collaboration that they surmount.



Systems of Care Programs that Serve Youth Involved with the Juvenile Justice System – Funding and Sustainability

“This brief describes the key elements associated with sustainability planning for mental health-juvenile justice collaborations, and details existing juvenile justice funding sources that could be tapped to support programs.”

DIVERSION GUIDES & MODELS



10 Steps for Implementing Mental Health Screening

This chapter, from a larger document on Mental Health Screening within Juvenile Justice, details ten preliminary steps that have been found in practice to be necessary for implementing successful mental health screening programs. ‘10 Steps’ walks through the practical objectives programs must accomplish when striving to reach the goal of implementing screening and serves as a great resource for those just getting started.



Alternatives to Incarceration in Indian Country

This webinar details the importance of having Alternatives to Incarceration (ATIs) along the justice continuum and includes no-cost; low-cost; and higher-cost examples of ATIs as well as strategies for and challenges of implementing ATIs. The webinar also highlights tribal communities that are successfully implementing ATIs in their community.



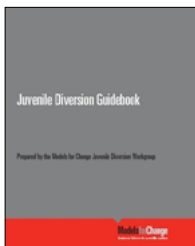
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[Identifying Mental Health and Substance Use Problems of Children and Adolescents: A Guide for Child-Serving Organizations](#)

This report provides extensive guidance on identifying mental health and substance use problems in youth and helping facilitate access to care. The guide goes into detail on recognizing warning signs, choosing a screening, administering screenings, setting up protocols for after a screen has been administered, working with families, partnership models, obtaining consent, and accessing services. The report also provides lists of appropriate screening tools with details regarding target conditions and age, administration time, format, translations, cost, etc.



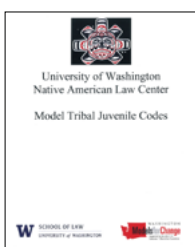
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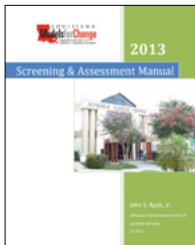
[Model for Effective Implementation of Evidence-Based Practices \(A Models for Change Innovation Brief\)](#)

This Innovation Brief from Models for Change details the success of the model by which Louisiana has doubled the access of justice-involved youth to evidence-based services while decreasing the number of juvenile arrests by 46% in 4 years. The brief points you to resources that provide further guidance on implementation of this type of model.



[Model Tribal Juvenile Codes – Native American Law Center at the University of Washington](#)

This Model Tribal Juvenile Code was created to “provide guidance, support and direction to tribal communities and their juvenile courts,” and is therefore general and should be adapted to the specific community jurisdiction that will utilize it. In this sample code, tribes have the opportunity to view a model which reflects “a core commitment to providing tribes with juvenile statutes assuring the fundamental rights of children and their parents, guardians, and custodians, and allowing opportunity for restorative diversions at each decision point in the juvenile justice process.” This may be differentiated from the many existing tribal youth codes that reflect adapted versions of adult codes and therefore fail to be appropriate for juvenile justice in a variety of areas.



Screening & Assessment Manual (Jefferson Parish Dept. of Juvenile Services)

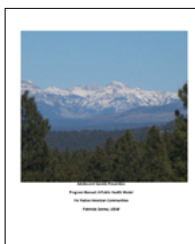
This manual provides guidelines for the use of screening and assessment tools by the Jefferson Parish Department of Juvenile Services. The document provides procedures for screening and assessing juveniles when they enter the justice system, including instructions for screening tool administration, scoring, interpretation, reporting, case management, and training.



Strengthening Our Future: Key Elements to Developing A Trauma-Informed Juvenile Justice Diversion Program for Youth with Behavioral Health Conditions

This report is intended to offer a description of a trauma-informed juvenile justice diversion approach with examples of how some states are beginning to address and implement trauma-informed systems of care for youth and their families. It begins with a discussion of trauma and its effects on youth, especially those with behavioral health conditions. This is followed by a discussion of the types of trauma-related disorders, the behavioral manifestations of trauma that youth may display, and a summary of factors that affect the severity of trauma-related disorders.

EVIDENCE-BASED PRACTICES



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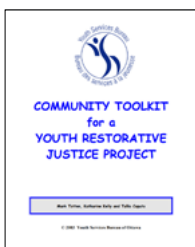
American Indian and Alaska Native Resource Manual

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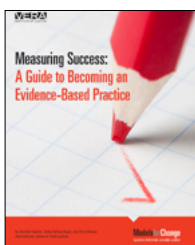
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[Measuring Success: A Guide to Becoming an Evidence-Based Practice](#)

This guide describes the process that determines whether a program qualifies as evidence-based and explains how programs can prepare to be evaluated.



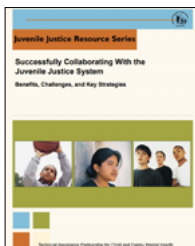
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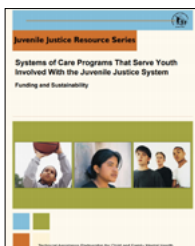
[Report of the Attorney General's National Task Force on Children Exposed to Violence](#)

The National Task Force on Children Exposed to Violence created this report to provide recommendations based on the current state of children exposed to trauma in the United States. Their report includes an executive summary, overall recommendations, and sections on identification, treatment, community action, and juvenile justice reform.



[Successfully Collaborating With the Juvenile Justice System – Benefits, Challenges, and Key Strategies](#)

This document provides strategies for community-based programs to collaborate with the juvenile justice system, broken into categories based on the barriers to collaboration that they surmount.



[Systems of Care Programs that Serve Youth Involved with the Juvenile Justice System – Funding and Sustainability](#)

“This brief describes the key elements associated with sustainability planning for mental health-juvenile justice collaborations, and details existing juvenile justice funding sources that could be tapped to support programs.”

FAMILY ENGAGEMENT



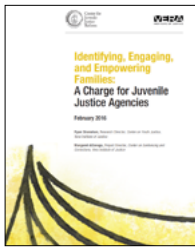
[The Context and Meaning of Family Strengthening in Indian America](#)

This report attempts to gauge the meaning and effectiveness of family strengthening efforts in the myriad Native American Indian communities. The finding: if it isn't home-grown, it isn't going to fly in the Indian communities. Several case studies demonstrate what is working while recommendations provide nonprofits and foundations with tips on effective tribal self-determination.



[Family Resources Inventory: An Overview of Resources for Family, Youth, and Staff](#)

This Family Resources Inventory was compiled to assist in the identification of publications and resources that address the barriers families and caretakers may face when a youth is involved in the juvenile justice system, and provide them with advocacy tips and information on how best to navigate the intricacies of the justice system. In addition, there are resources geared toward juvenile justice staff and policymakers that can assist in the reformation of policies and procedures to address barriers between families and the justice system and improve how systems interact with family and youth.



Identifying, Engaging, and Empowering Families: A Charge for Juvenile Justice Agencies

This report offers three major steps agencies can take to improve their engagement efforts including: identification, engagement, and empowerment.



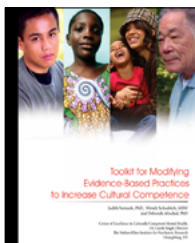
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Parent and Family Involvement with Youth in the Tribal Juvenile Justice System: Perspectives from OJJDP's Tribal Green Reentry Initiative

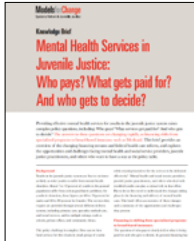
“This brief explores the perspectives of youth, parents, program staff, and stakeholders involved with Tribal Juvenile Detention and Reentry Green Demonstration (“Green Reentry”) programs in three tribes funded by the Office of Juvenile Justice and Delinquency Prevention (OJJDP). We briefly review prior research and theory on parent involvement and youth academic and delinquency-related outcomes in tribal and mainstream U.S. contexts; describe the Green Reentry initiative; and present qualitative perspectives on how parent and family involvement shape outcomes among youth in tribal communities.”



Toolkit for Modifying Evidence-Based Practices to Increase Cultural Competence

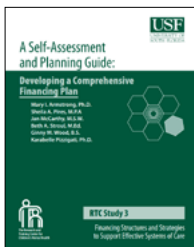
This toolkit begins with an explanation of the importance of cultural modification of EBPs and continues with recommendations for the EBP modification process, from identifying clinical needs to successful implementation. Specifically, the toolkit addresses strategies and considerations for working with communities, assessing the cultural fit of a particular EBP, modifying EBPs, and overcoming barriers to implementation.

FUNDING & SUSTAINABILITY



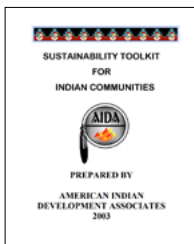
[Mental Health Services in Juvenile Justice: Who pays? What gets paid for? And who gets to decide?](#)

This brief provides an overview of the changing financing streams and federal health care reform, and explores the opportunities and challenges facing mental health and social service providers, juvenile justice practitioners, and others who want to have a seat at the policy table



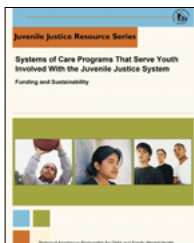
[A Self-Assessment and Planning Guide: Developing a Comprehensive Financing Plan](#)

This Self Assessment and Planning Guide is a tool to assist states, territories and communities to map current financing sources and plan financing strategies to support expanded services.



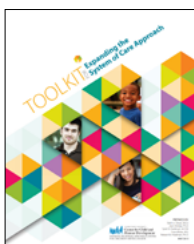
[Sustainability Toolkit for Indian Communities](#)

This toolkit addresses the unique challenges faced by AI/AN communities in sustaining programs economically, and provides proactive strategies for planning and creating programs that can be sustained after the end of initial funding.



[Systems of Care Programs that Serve Youth Involved with the Juvenile Justice – Funding & Sustainability](#)

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[Toolkit for Expanding the System of Care Approach](#)

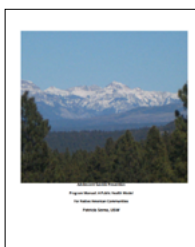
This toolkit is divided into four sections: 1) introduction to expansion, 2) strategic expansion planning, 3) expansion implementation, and 4) performance and outcome measurement. Specific resources are described in each of these sections. In addition, each resource is included in the “References and Resources” section to allow users to easily select and download those that will be most helpful in their work. To maximize the utility of the toolkit, the Self-Assessment of System of Care Expansion Strategies and the Worksheets for Expansion Teams are also available in MS Word and may be downloaded through the links provided. All of these resources are designed to assist both federally funded and non-funded jurisdictions to successfully bring systems of care to scale so that more children and families will benefit.



Tribal Action Plan (TAP) Development Resources

This document from SAMHSA provides resources and information regarding funding opportunities, training & technical assistance, partners & foundations, and publications & resources in this inventory. Comprehensive information is provided on how to begin the process of looking for funding, partners, TA, etc. as part of your TAP.

INTEGRATING TRADITIONAL PRACTICES



Adolescent Suicide Prevention Program Manual: A Public Health Model for Native American Communities

This program manual details the Adolescent Suicide Prevention Program, developed by an isolated rural Tribal community in the Southwest in 1989 in response to the disproportionately high rate of suicide among Western states' Native American communities. The Tribal Council worked with Indian Health Services to identify risk factors, implement prevention activities, provide direct mental health services to high risk individuals, and "implement a community systems approach to increase community education and awareness." As a result of these efforts a model of public health was created, the evolution of which is detailed here. The appendices include useful forms such as a Patient Data Reporting Form.



American Indian and Alaska Native Resource Manual

This manual extensively details "the need for AI/AN outreach, the importance of cultural competence and how to develop it, how to create AI/AN outreach plan," and how to evaluate and share your efforts with others. It provides recommendations rooted in an informed understanding of the unique needs of AI/AN peoples, and includes strategic plans, program evaluations and satisfaction surveys, and goal-planning guidance.



Bureau of Indian Education Residential Life Program Behavioral Health Resource Manual

This resource manual provides guidance for incorporating culture into the provision of behavioral health services and models for mental health services & supports that are applicable outside of the residential field. It was developed with intent to be a comprehensive guide to developing and maintaining residential programs for Native American children and youth who require behavioral health services. This manual therefore outlines the issues, challenges, approach, and purposes, the health service regulations and staff roles, describes a multi-tiered models, identification methods, service coordination methods (including resource mapping), and includes an appendix of forms, screening tools, and other resources.



Ensuring the Seventh Generation: A Youth Suicide Prevention Toolkit for Tribal Child Welfare Programs

This toolkit, produced specifically for the prevention of suicide among AI/AN youth, includes background information, tools to help assist risk, perspectives on the role of native culture in suicide prevention, and concrete action steps that communities can take. While intended for Child Welfare Workers, the strategies, information, and resources presented in this document can be used across professions within tribal communities.



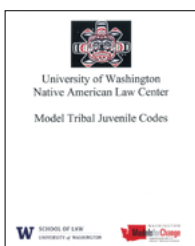
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Model Tribal Juvenile Codes – Native American Law Center at the University of Washington

This Model Tribal Juvenile Code was created to "provide guidance, support and direction to tribal communities and their juvenile courts," and is therefore general and should be adapted to the specific community jurisdiction that will utilize it. In this sample code, tribes have the opportunity to view a model which reflects "a core commitment to providing tribes with juvenile statutes assuring the fundamental rights of children and their parents, guardians, and custodians, and allowing

opportunity for restorative diversions at each decision point in the juvenile justice process.” This may be differentiated from the many existing tribal youth codes that reflect adapted versions of adult codes and therefore fail to be appropriate for juvenile justice in a variety of areas.



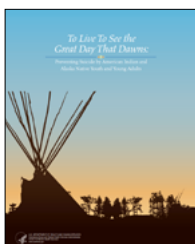
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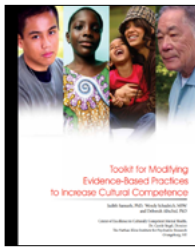
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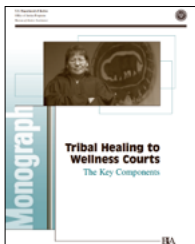
[To Live to See the Great Day That Dawns: Preventing Suicide by American Indian and Alaska Native Youth and Young Adults](#)

This strengths-based guide provides the foundation for setting up a program to prevent suicide among AI/AN youth. The guide includes chapters on the risk and protective factors among AI/AN Youth, the barriers to the suicide conversation, strategies for responding to suicide, guidelines for community readiness and action, promising prevention programs, and federal suicide prevention resources. It also includes an extensive set of appendices that contains decision-making tools and resources and statistics.



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Tribal Healing to Wellness Courts: The Key Components

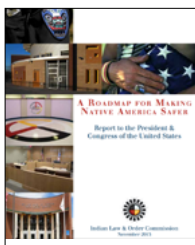
This document describes 10 key components to tribal healing to wellness courts. It details the manner in which community-healing resources, the tribal justice process, and the physical and spiritual wellness of the community are incorporated to provide a healing to wellness experience that protects the legal rights of the participants. From screening to monitoring & evaluation to continuing interdisciplinary education & communication, this document describes policies and procedures that make tribal healing to wellness courts successful.

JURISDICTION ISSUES



A Tangled Web of Justice

This report details the scope of the challenges faced by justice-involved youths and their communities in American Indian/Alaska Native communities. The document concludes with solutions and recommendations for both tribes and the U.S. government based on the author's assessment of the issues.



A Roadmap for Making Native America Safer

This report to the United States President and Congress contains recommendations for reducing crime in American Indian and Alaska Native nations and increasing justice for their citizens. It includes recommendations regarding jurisdiction debates, establishing intergovernmental cooperation, detention alternatives, and Alaska Native justice issues specifically. Of particular interest are the recommendations regarding strengthening tribal justice services and suggested juvenile justice reforms.



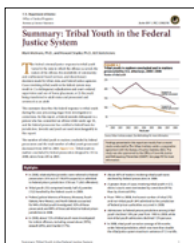
[Improving the Relationship between Indian Nations, the Federal Government, and State Governments: Developing and Implementing Cooperative Agreements or Memorandums of Understanding](#)

This document describes the unique sovereign status of Indian nations, makes an assessment of current challenges in relations between the federal, state, and Indian National governments, and describes ‘recent examples of efforts to improve the relationship between these governments.’ Lastly, the document extols the potential benefits of written cooperative agreements such as Memorandums of Understanding (MOUs) between state, federal, and Indian National governments.



[State and Tribal Courts: Strategies for Bridging the Divide](#)

This document provides strategies for creating state/tribal court relationships that are “more productive, amicable, and mutually beneficial.” It “describe[s] the current landscape of collaboration between state and tribal justice systems, detailing the history, barriers to effective cooperation, and promising recent developments.” The document provides strategies for addressing many of the challenges faced by state and tribal governments trying to work together such as barriers to communication, and highlights examples of promising practices at work around the country.



[Summary: Tribal Youth in the Federal Justice System](#)

This summary describes the federal response to tribal youth during the case-processing stages from investigation to corrections.

MENTAL HEALTH & SUBSTANCE ABUSE, SERVICES & SUPPORTS



[Blueprints for Healthy Youth Development](#)

This web resource provides a searchable registry of evidence-based programs for youth. These programs have been rigorously tested for effectiveness at preventing violence, delinquency, and drug use, as well as promoting ‘positive behaviors and healthy development.’ This website allows you to search by a variety of criteria, categories, or keywords, which speeds up the process of finding a program that fits your needs.



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Identifying Mental Health and Substance Use Problems of Children and Adolescents: A Guide for Child-Serving Organizations

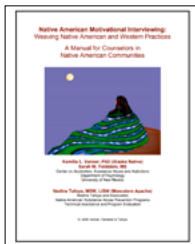
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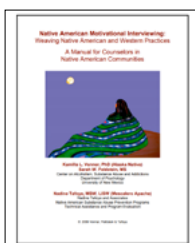
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SCREENING & ASSESSMENT



[10 Steps for Implementing Mental Health Screening](#)

This chapter, from a larger document on Mental Health Screening within Juvenile Justice, details ten preliminary steps that have been found in practice to be necessary for implementing successful mental health screening programs. ‘10 Steps’ walks through the practical objectives programs must accomplish when striving to reach the goal of implementing screening and serves as a great resource for those just getting started.



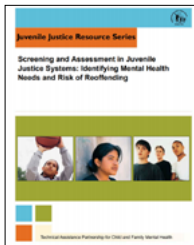
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[Protecting Youth from Self-Incrimination when Undergoing Screening, Assessment and Treatment within the Juvenile Justice System](#)

This document the issues of self-incrimination that may arise when a youth involved in the juvenile justice system is screened, assessed, or treated for behavioral health needs. The authors go into detail regarding both the federal and individual state legal protections against self-incrimination for youth in this situation and provides a template for preparing a memorandum of understanding (MOU) regarding the use of information obtained from youth during the screening, assessment, or treatment process.



Screening and Assessment in Juvenile Justice Systems: Identifying Mental Health Needs and Risk of Reoffending

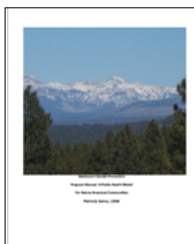
This brief highlights the benefits of adopting screening and assessment tools for both mental health problems and risk of reoffending among many youth populations. The selection of tools depends on a variety of factors.



Screening & Assessment Manual (Jefferson Parish Dept. of Juvenile Services)

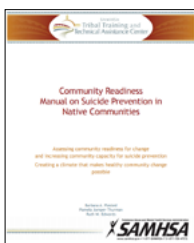
This manual provides guidelines for the use of screening and assessment tools by the Jefferson Parish Department of Juvenile Services. The document provides procedures for screening and assessing juveniles when they enter the justice system, including instructions for screening tool administration, scoring, interpretation, reporting, case management, and training.

SUICIDALITY



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Community Readiness Manual on Suicide Prevention in Native Communities

This manual will help you understand and measure how ready a community is to address a particular issue like suicide, and how to use that knowledge to stimulate change. The Community Readiness Model (CRM) was developed at Colorado State University. The National Center for Community Readiness at CSU was formed to assist communities and tribes in using the model. The CRM identifies dimensions, such as leadership involvement, knowledge of the problem, levels of community readiness and can be easily scored by the community.



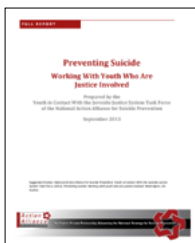
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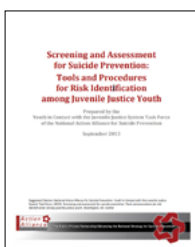
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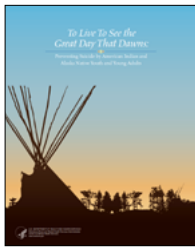
Preventing Suicide through Improved Collaboration: Strategies for Mental Health and Juvenile Justice Agencies

This report identifies priorities and strategies to help agencies improve collaboration, ultimately resulting in more effective suicide prevention programming. It includes recommendations tailored for suicide prevention supports and services for youth involved in the juvenile justice system.



Screening and Assessment for Suicide Prevention: Tools and Procedures for Risk Identification among Juvenile Justice Youth

Identifying suicide risk among young people is a critical component of the comprehensive approach that the juvenile justice system must adopt to prevent suicide. Ideally, this identification is done with research-based screening and assessment instruments. To select effective instruments, it is necessary to be aware of the juvenile justice system's responsibilities in preventing suicide, the contexts in which screening and assessment instruments are used, current standards for screening instruments and assessment tools used in mental health and juvenile justice settings, and specific instruments that are available to advance suicide prevention efforts. These facets of suicide prevention are explored in this paper.



To Live to See the Great Day That Dawns: Preventing Suicide by American Indian and Alaska Native Youth and Young Adults

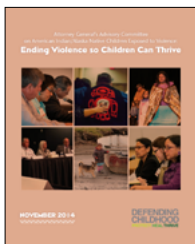
This strengths-based guide provides the foundation for setting up a program to prevent suicide among AI/AN youth. The guide includes chapters on the risk and protective factors among AI/AN Youth, the barriers to the suicide conversation, strategies for responding to suicide, guidelines for community readiness and action, promising prevention programs, and federal suicide prevention resources. It also includes an extensive set of appendices that contains decision-making tools and resources and statistics.

STRENGTHS & PROTECTIVE FACTORS



American Indian and Alaska Native Adolescent Protective Factors: A Literature Review

This literature review, published in 2015, examines research that identified protective factors among American Indian & Alaska Native adolescents. It identifies cross-cutting protective factors, recommendations from the literature, and sources that others may cite when explaining protective factors.



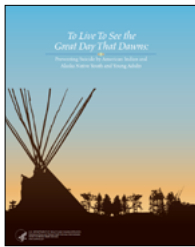
Ending Violence so Children Can Thrive

This report from the Attorney General's Task Force on American Indian and Alaska Native Children Exposed to Violence provides a summary of findings and policy recommendations to address the impact of violence on tribal youth. Commissioned as part of U.S. Attorney General Eric Holder's Defending Childhood initiative, the report serves as a blueprint for protecting children exposed to violence in American Indian and Alaska Native communities. The recommendations are a culmination of information gathered through four public hearings held between December 2013 and June 2014.



Sharing Our Wisdom

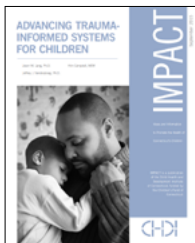
"Sharing Our Wisdom is an effort to bring together community stories and experiences; shared through various forms of photography, artwork, music, prayers, songs, and dance that illustrate and honor traditional views of the world and ways to live in harmony. Providing this vital information through storytelling allows the receiver to gain a deeper understanding of how these traditions relate to the current work of creating a happy and healthy future for the next generations in promoting strength and preventing suicide."



[To Live to See the Great Day That Dawns: Preventing Suicide by American Indian and Alaska Native Youth and Young Adults](#)

This strengths-based guide provides the foundation for setting up a program to prevent suicide among AI/AN youth. The guide includes chapters on the risk and protective factors among AI/AN Youth, the barriers to the suicide conversation, strategies for responding to suicide, guidelines for community readiness and action, promising prevention programs, and federal suicide prevention resources. It also includes an extensive set of appendices that contains decision-making tools and resources and statistics.

TRAUMA



[Advancing Trauma Informed Systems for Children](#)

This report provides guidance for structuring child-serving systems of care to be trauma-informed. Connecticut's efforts to integrate trauma-informed practices into all child-serving systems are used as an example of how to develop "more effective and cost-efficient services that result in better outcomes for all children." The document includes background information on the issue of childhood trauma and the organizations that are working to ameliorate its effects, a description of the key elements of a trauma-informed system, and a thorough discussion of Connecticut's work to implement trauma-informed care within all child-serving aspects of its system.



[Healing from Intergenerational Trauma Teaching Video](#)

This video comes from 'White Bison, Inc.,' and American-Indian non-profit organization that offers culturally-based healing resources to Native America. This video is part of a multimedia curriculum on teaching healing from historical trauma to the next seven generations. Don Coyhis narrates.



[Honoring Children, Mending the Circle: Cultural Adaptation of Trauma-Focused Cognitive-Behavioral Therapy for American Indian and Alaska Native Children](#)

This document describes "Honoring Children, Mending the Circle," a "cultural adaptation of TF-CBT that supports American Indian and Alaska Native cultural views of well-being." This training is available for tribes, and was built through work directly with tribes, and adopts "core constructs based on AI/AN worldviews" This document makes a persuasive argument for considering use of this model as a treatment for trauma in AI/AN children, and may also serve as a model for the integration of traditional practices and cultural competence into evidence-based treatment methods.



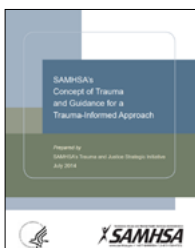
Indian Country Child Trauma Center

“The Indian Country Child Trauma Center is part of the National Child Traumatic Stress Network funded by the Substance Abuse Mental Health Services Administration (SAMHSA). This Web site contains trauma-related treatment protocols, outreach materials, and service delivery guidelines specifically designed for American Indian and Alaska Native (AI/AN) children and their families.” (OJJDP)



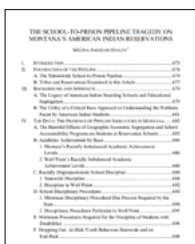
Report of the Attorney General's National Task Force on Children Exposed to Violence

The National Task Force on Children Exposed to Violence created this report to provide recommendations based on the current state of children exposed to trauma in the United States. Their report includes an executive summary, overall recommendations, and sections on identification, treatment, community action, and juvenile justice reform.



SAMHSA's Concept of Trauma and Guidance for a Trauma-Informed Approach

The purpose of this paper is to develop a working concept of trauma and a trauma-informed approach and to develop a shared understanding of these concepts that would be acceptable and appropriate across an array of service systems and stakeholder groups. SAMHSA puts forth a framework for the behavioral health specialty sectors, that can be adapted to other sectors such as child welfare, education, criminal and juvenile justice, primary health care, the military and other settings that have the potential to ease or exacerbate an individual's capacity to cope with traumatic experiences.



The School-to-Prison Pipeline Tragedy on Montana's American Indian Reservations

This paper details the very real effects of trauma on the juvenile justice involvement of American Indian youth in Montana. It goes into detail regarding the legacy of American Indian boarding schools, imbalanced academic achievement levels and racially disproportionate school discipline, and a discussion of the possible approaches to stemming the pipeline flow. This document is of great use to those who would like to deepen their understanding of the traumatic impact of historical events on the current state of American Indian Youth.