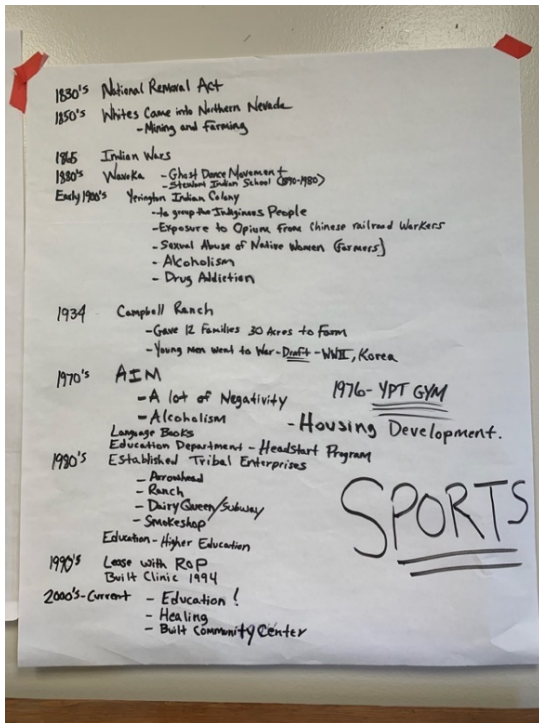


**Summary Report of the *Being Trauma Informed* Yerington Paiute Tribe Training**  
*Native Youth Community Project, Nevada Department of Education*  
 RMC Research Corporation  
 July 2019

**Overview**

The Native Wellness Institute’s (NativeWellness.com) *Being Trauma Informed* training was held June 18 and 19, 2019, in Yerington, Nevada. A total of 49 people attended at least one day of the training, including students, adults, and teachers/administrators. A separate program was developed for each of these groups. The training materials are located in Attachment A.

Day One of the training included the history of the Yerington Paiute tribe and introduced the topic of historical and intergenerational trauma. Day Two focused on the impact that trauma has on different communities and offered guidance to help move past trauma. Four facilitators led the sessions: Shalene Joseph (Gros Ventre/Athabaskan) and Jordan Cocker (Kiowa/Tongan) for the youth; Marcus Red Thunder (Cree) for the adults; and Robert Johnston (Muskogee Creek/Choctaw) for the teachers/administrators.



*Participants discussed the Indian Policy Timeline.*

*Students participate in a training activity.*

Photo by Mary Williams.

Photo by Courtney Quintero.

At the conclusion of the trainings, participants were asked to complete a survey (Attachment B). The survey contained two multiple choice self-identification items, as well as 20 multiple-choice and five open-ended response items designed to gather data on participant perceptions of the training. Overall, there were 41 respondents including 10 students, 17 adults, and 14 teachers/administrators. An item-by-item reporting of the results is found in the sections that follow. Participant comments are located in Attachment C.

### Student Survey Responses

There were 19 student participants on Day One. Of these, 10 returned for Day Two of the training, all of whom completed the survey. Seven of the student respondents were female and 3 were male. The students were in Grades 8 through 11; three were in eighth grade, two were in ninth grade, four were in tenth grade, and one student was in eleventh grade. An item-by-item reporting of the results for students is found in Table 1. Overall, the survey results were quite positive with 100% agreement (strong or somewhat) on all 20 survey items. There are six items on which at least 90% or more of student respondents *strongly agreed*, including:

- I feel that my time at the training was well spent.
- Attending the *Being Trauma Informed* training increased my understanding of how trauma impacts the individual, work, and community.
- Overall, the quality of the training was excellent.
- The training was interesting.
- The presenters were knowledgeable.
- My knowledge of the content presented increased as a result of my attending.

**Table 1**  
**Student Perceptions of the *Being Trauma Informed* Training**

Item	N Respondents	% Strongly Agree	% Somewhat Agree	% Somewhat Disagree	% Strongly Disagree
3k. I feel that my time at the training was well spent.	10	100%	0%	0%	0%
4d. Attending the <i>Being Trauma Informed</i> training increased my understanding of how trauma impacts the individual, work, and the community.	10	100%	0%	0%	0%
3a. Overall, the quality of the training was excellent.	10	90%	10%	0%	0%
3d. The training was interesting.	10	90%	10%	0%	0%
3e. The presenters were knowledgeable.	10	90%	10%	0%	0%
3i. My knowledge of the content presented increased as a result of my attending the training.	10	90%	10%	0%	0%
3b. Attending the training was helpful.	10	80%	20%	0%	0%
3g. Enough time was allowed for asking questions of presenters.	10	80%	20%	0%	0%
3h. Enough time was allowed for talking with other participants.	10	80%	20%	0%	0%

3l. I would recommend this training to a friend.	10	80%	20%	0%	0%
4a. Attending the <i>Being Trauma Informed</i> training increased my understanding of what historical and intergenerational trauma are.	10	80%	20%	0%	0%
4f. Attending the <i>Being Trauma Informed</i> training increased my understanding of how to move past trauma.	10	80%	20%	0%	0%
3c. The content of the training was meaningful to me.	10	70%	30%	0%	0%
3f. The presenters held my attention.	10	70%	30%	0%	0%
3j. I plan to use what I learned at the training.	10	70%	30%	0%	0%
3m. I would like to attend additional training on <i>Being Trauma Informed</i> .	10	70%	30%	0%	0%
4b. Attending the <i>Being Trauma Informed</i> training increased my understanding of how trauma impacts the brain.	10	70%	30%	0%	0%
4g. Attending the <i>Being Trauma Informed</i> training increased my understanding of how to heal from trauma.	10	70%	30%	0%	0%
4c. Attending the <i>Being Trauma Informed</i> training increased my understanding of how trauma impacts behavior.	10	60%	40%	0%	0%

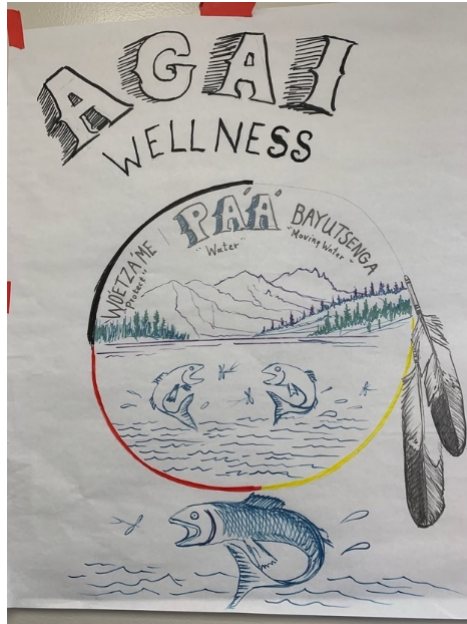
The last four items of the survey were open-ended items. Student participants offered commentary on topics they learned about, those which they are interested in learning more about, as well as suggestions for improving the training. In commenting on what they learned during the training, student participants often mentioned the following topics: (a) healing from trauma; (b) understanding the importance of historical trauma; and (c) realizing that there are different ways to heal. Two suggestions were made for improving the training; one respondent suggested lengthening the training and another suggested more game-like activities.

### Adult Survey Responses

Sixteen adults attended Day One of the *Being Trauma Informed* training and 17 attended on Day Two. All 17 of the Day Two adult participants completed the survey. Eleven of the adult respondents were female (65%), five were male (35%), and one respondent did not designate gender. Fifteen of the 17 respondents identified themselves as a parent/grandparent/caregiver, two respondents additionally identified themselves as community members, one respondent additionally identified as a “Director of Childcare,” one respondent identified as a “Victim Services Assistant” and one respondent identified as an “Educator.” An item-by-item reporting of the results for the adults is found in Table 2. Overall, the survey results were quite positive with 100% agreement (strong or somewhat) on 19 of 20 survey items. There are nine items on which at least 90% or more of student respondents *strongly agreed*, including:

- Overall, the quality of the training was excellent.
- The presenters were knowledgeable.
- The presenters held my attention.
- I plan to use what I learned at the training.

- I feel that my time at the training was well spent.
- Attending the training was helpful.
- The training was interesting.
- I would recommend this training to a friend.
- I would like to attend additional training on *Being Trauma Informed*.



*Participant artwork created during the training.*

Photo by Mary Williams.

**Table 2**  
**Adult Perceptions of the *Being Trauma Informed* Training**

Item	N Respondents	% Strongly Agree	% Somewhat Agree	% Somewhat Disagree	% Strongly Disagree
3a. Overall, the quality of the training was excellent	17	100%	0%	0%	0%
3e. The presenters were knowledgeable.	17	100%	0%	0%	0%
3f. The presenters held my attention.	17	100%	0%	0%	0%
3j. I plan to use what I learned at the training.	17	100%	0%	0%	0%
3k. I feel that my time at the training was well spent.	17	100%	0%	0%	0%
3b. Attending the training was helpful.	17	94%	6%	0%	0%
3d. The training was interesting.	17	94%	6%	0%	0%
3l. I would recommend this training to a friend.	17	94%	6%	0%	0%
3m. I would like to attend additional training on <i>Being Trauma Informed</i> .	17	94%	6%	0%	0%

3c. The content of the training was meaningful to me.	17	88%	12%	0%	0%
4c. Attending the <i>Being Trauma Informed</i> training increased my understanding of how trauma impacts behavior.	17	88%	12%	0%	0%
3g. Enough time was allowed for asking questions of presenters.	17	82%	18%	0%	0%
3h. Enough time was allowed for talking with other participants.	17	76%	24%	0%	0%
3i. My knowledge of the content presented increased as a result of my attending the training.	17	76%	24%	0%	0%
4b. Attending the <i>Being Trauma Informed</i> training increased my understanding of how trauma impacts the brain.	17	76%	24%	0%	0%
4d. Attending the <i>Being Trauma Informed</i> training increased my understanding of how trauma impacts the individual, work, and the community.	17	76%	24%	0%	0%
4e. Attending the <i>Being Trauma Informed</i> training increased my understanding of what it means to be <i>Trauma Informed</i> .	17	76%	24%	0%	0%
4g. Attending the <i>Being Trauma Informed</i> training increased my understanding of how to heal from trauma.	17	76%	24%	0%	0%
4a. Attending the <i>Being Trauma Informed</i> training increased my understanding of what historical and intergenerational trauma are.	17	71%	24%	6%	0%

Many adult participants offered commentary on topics they learned about, those which they are interested in learning more about, and suggestions for improving the training. In commenting on what they learned during the training, adult participants often mentioned the following topics: (a) the history of the tribe; (b) the steps of healing; (c) the importance of listening to others; and (d) an increased understanding of how trauma affects daily life. Only a few suggestions were made for improving the training. These included lengthening the training, moving the training to the start of the school year, and learning more about what to share with younger children (as it relates to historical trauma).

### Teacher/Administrator Survey Responses

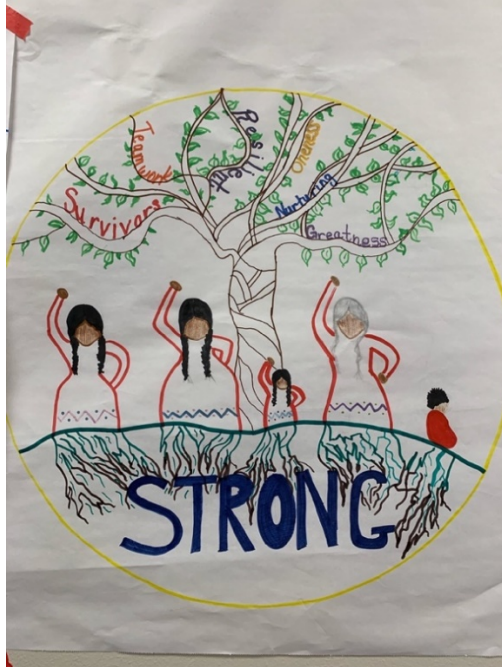
Fifteen teachers and administrators attended Day One of the trainings, with 14 returning for Day Two. All 14 teachers/administrators completed the survey. Nine of the teacher/administrator respondents were female (64%) and five were male (36%). An item-by-item reporting of the results for the teachers/administrators is found in Table 3. Overall, the survey results were quite positive with 100% agreement (strong or somewhat) on 19 of the 20 survey items. Amongst all the 14 respondents, only one response to one item was negative. There are nine items on which at least 90% or more of respondents *strongly agreed*, including:

- The content of the training was meaningful to me.
- The presenters were knowledgeable.
- The presenters held my attention.
- I would recommend this training to a friend.

- The training was interesting.
- Enough time was allowed for asking questions of presenters.
- I feel that my time at the training was well spent.
- I would like to attend additional training on *Being Trauma Informed*.
- Attending the *Being Trauma Informed* training increased my understanding of what historical and intergenerational trauma are.

**Table 3**  
**Teacher/Administrator Perceptions of the *Being Trauma Informed* Training**

Item	N Respondents	% Strongly Agree	% Somewhat Agree	% Somewhat Disagree	% Strongly Disagree
3c. The content of the training was meaningful to me.	14	100%	0%	0%	0%
3e. The presenters were knowledgeable.	14	100%	0%	0%	0%
3f. The presenters held my attention.	14	100%	0%	0%	0%
3l. I would recommend this training to a friend.	14	100%	0%	0%	0%
3d. The training was interesting.	14	93%	7%	0%	0%
3g. Enough time was allowed for asking questions of presenters.	14	93%	7%	0%	0%
3k. I feel that my time at the training was well spent.	14	93%	7%	0%	0%
3m. I would like to attend additional training on <i>Being Trauma Informed</i> .	14	93%	7%	0%	0%
4a. Attending the <i>Being Trauma Informed</i> training increased my understanding of what historical and intergenerational trauma are.	14	93%	7%	0%	0%
3a. Overall, the quality of the training was excellent	14	86%	14%	0%	0%
3i. My knowledge of the content presented increased as a result of my attending the training.	14	86%	14%	0%	0%
4c. Attending the <i>Being Trauma Informed</i> training increased my understanding of how trauma impacts behavior.	14	86%	7%	7%	0%
4d. Attending the <i>Being Trauma Informed</i> training increased my understanding of how trauma impacts the individual, work, and the community.	14	86%	14%	0%	0%
4b. Attending the <i>Being Trauma Informed</i> training increased my understanding of how trauma impacts the brain.	14	79%	21%	0%	0%
4e. Attending the <i>Being Trauma Informed</i> training increased my understanding of what it means to be <i>Trauma Informed</i> .	14	79%	21%	0%	0%
3b. Attending the training was helpful.	14	71%	29%	0%	0%
3j. I plan to use what I learned at the training.	14	71%	29%	0%	0%
4f. Attending the <i>Being Trauma Informed</i> training increased my understanding of how to move past trauma.	14	71%	29%	0%	0%
3h. Enough time was allowed for talking with other participants.	14	64%	36%	0%	0%



*Participant artwork created during the training.*

Photo by Mary Williams.

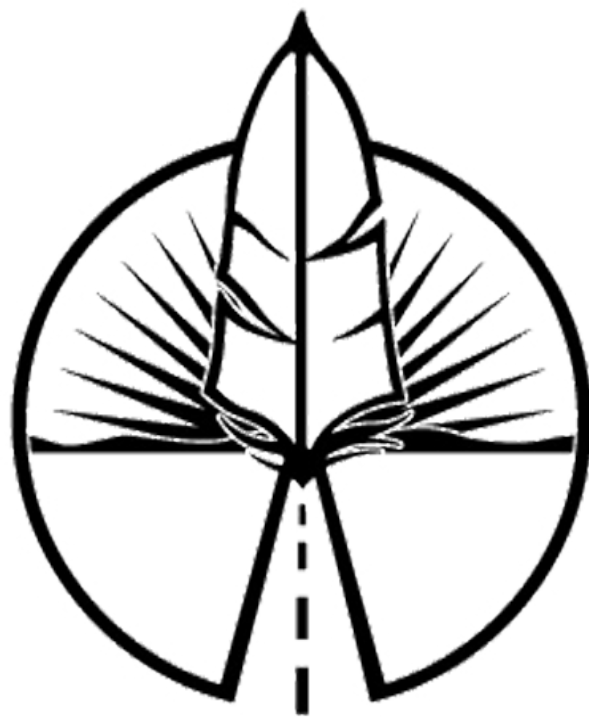
Teacher/administrator participants offered commentary on topics they learned about, those which they are interested in learning more about, as well as suggestions for improving the training. In commenting on what they learned during the training, teacher/administrator participants often focused on two themes: healing is a process and trauma may impact students' academic performance. Only a few suggestions were made for improving the training, including the desire to learn more about connecting with children who have experienced trauma and a suggestion to incorporate more physical activity into the training. Table 6 contains the full set of teacher/administrator responses.

### **Summary of the *Being Trauma Informed Training***

The Native Wellness Institute's *Bring Trauma Informed* was extremely well received by students, adults, and teachers/administrators alike. Students, adults, and educators felt that the presenters were knowledgeable and interesting, and that the training was worth their time. Of all the survey responses, only two items each had one negative response out of the total 820 responses. Several items received consistently high marks across groups. "The presenters were knowledgeable" (Item 3e) received *strong agreement* from 100% of adults and teachers/administrators and 90% of the students. Another item, "I feel like my time was well spent at the training" (Item 3k) received *strong agreement* from 100% of student and adult respondents and 93% of teacher/administrator respondents. The third item that stood out was "The training was interesting" (Item 3d) on which 93% of teachers/administrators, 94% of adults, and 90% of students *strongly agreed*. There were no clear patterns in the items with the lowest agreement. In sum, there was significant positive feedback for the training provided by the Native Wellness Institute.

# Being Trauma Informed Yerington Paiute Tribe Youth

June 18 - 19, 2019



**NATIVE WELLNESS**  
*Institute*

Training provided by the Native Wellness Institute  
[www.NativeWellness.com](http://www.NativeWellness.com)

*The Native Wellness Institute exists to promote the well-being of  
Native people through programs and trainings that embrace  
the teachings and traditions of our ancestors.*



# Meet the Trainers



## **Shalene Joseph (Gros Ventre, Athabascan)**

Shalene Joseph, from the Gros-Ventre or A'aniih people of Fort Belknap, Montana and Athabascan people from Tanana, Alaska, graduated with her bachelor's degree in Native American and Indigenous Studies from Fort Lewis College in Durango Colorado and a master's degree in American Indian Studies from the University of California Los Angeles (UCLA) where her master's thesis was on Historical Wisdom. Growing up Shalene has been mentored and molded into a youth leader through the Native Wellness Institute and continues to work for NWI as a Project Coordinator. She recently helped to launch the movement, the Indigenous 20 Something Project (I20SP) where her generation is organizing to heal their generation from the lasting impacts of historical and intergenerational trauma. She has traveled to many tribal and urban communities where she has experienced local culture and learned from each person. Shalene strives to see Indigenous people rise and become the resilient people they were created to be.



## **Jordan Cocker (Kiowa and Tongan)**

Jordan is from the Kiowa Tribe of Oklahoma on the Kiowa Comanche Apache Reservation and the Kingdom of Tonga. She has a master of Museum and Heritage Practice from Victoria University of Wellington. As well as a Bachelor of Design from Auckland University of Technology in New Zealand. Jordan is an artist, culture bearer and advocate for Native Women. Over the years, Cocker's artwork and research has navigated the intersections between Native people and social, political, and historic climates through a female lens. Jordan's artwork has been exhibited at local, national and international institutions including the Auckland Art Museum, New Zealand Architecture Week, The Jacobson House, and the Prague Quadrennial. She is a Project coordinator of the Indigenous 20 Something project and works to create healing pathways for Indigenous people in her generation through ancestral knowledge collaboration.

*"We are the latest version of our ancestors. Our generation deserves to have the tools to lead healthy dignified lives." -Jordan Cocker*

# Agenda

June 18, 2019



9:00 am	Welcome, Introductions, Why We're Here Overview, Ice-breaker
9:30 am	Building Team
10:00 am	Living in Balance
11:00 am	Break
11:15 am	Yerington Paiute History
12:15 pm	Lunch
1:00 pm	Historical and Intergenerational Trauma
2:15 pm	Break
2:30 pm	Trauma and Healing
3:30 pm	Closing
4:00 pm	Adjourn

# Agenda

June 19, 2019

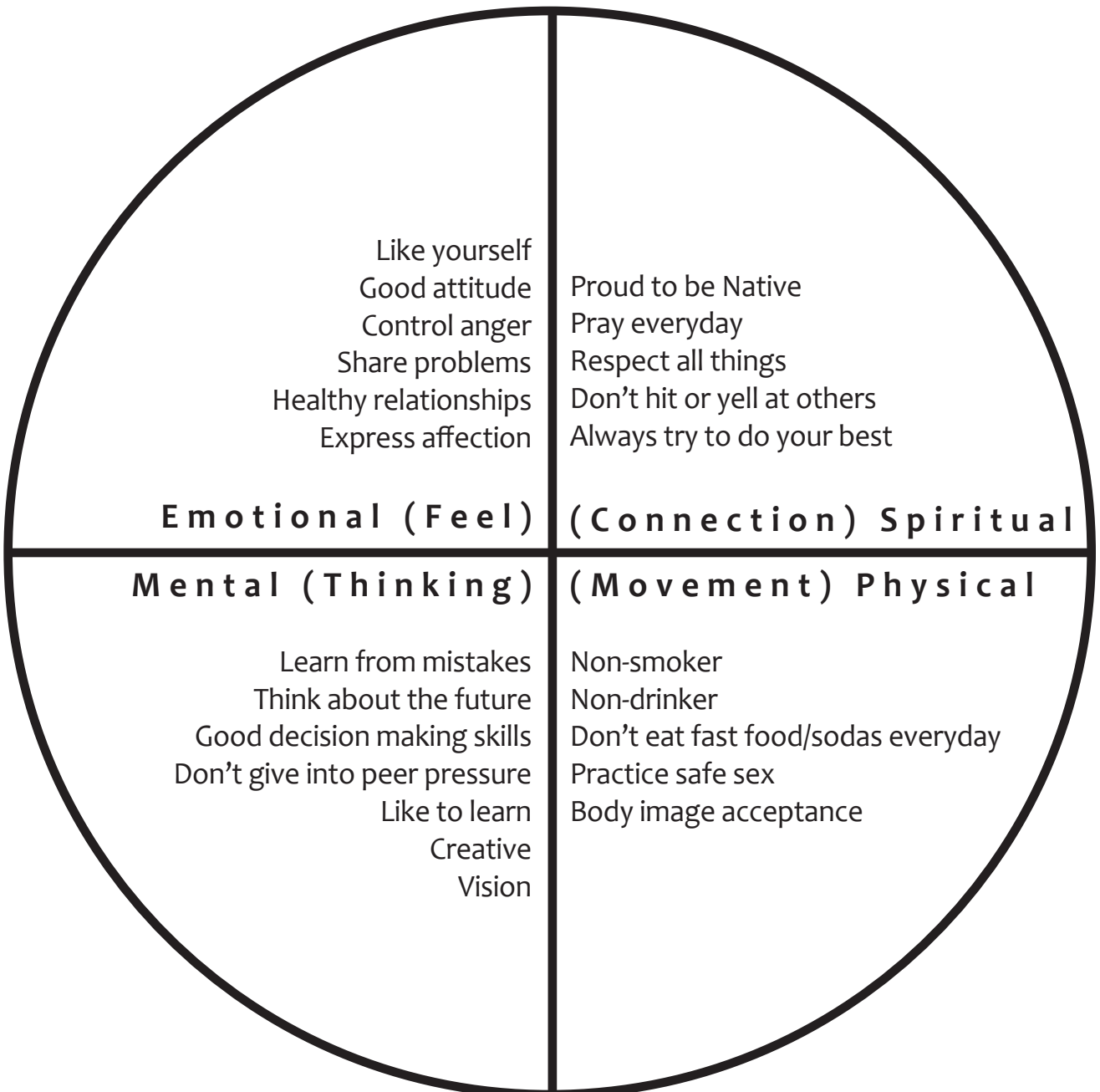


9:00 am	Welcome, Introductions, Why We're Here Review, Ice-breaker
9:30 am	Trauma Impact: Individual, School, Community
10:30 am	Break
10:45 am	Being Trauma Informed
Noon	Lunch
12:45 pm	Trauma Informed Teaching/Services
2:15 pm	Break
2:30 pm	Moving Past Trauma
3:30 pm	Closing
4:00 pm	Adjourn



# Native Wellness . . .

- ◆ Is a cultural and traditional model of lifestyle.
- ◆ Is a holistic approach to living one's life in a good way.
- ◆ Has 4 "Directions." These directions are interdependent.
- ◆ Is about making good choices and having pride in your culture.





# How Well Am I?

In each direction, write the things you do well in the inner circle and the things that need improvement in the outer circle.

A large circular diagram divided into four quadrants by a vertical and a horizontal line. The quadrants are labeled: 'Emotional' (top-left), 'Spiritual' (top-right), 'Mental' (bottom-left), and 'Physical' (bottom-right). Each quadrant is further divided into an inner circle and an outer ring, creating a total of eight sections for writing.



# Indian Policy Timeline

## The Indian Experience

### FEDERAL POLICIES TOWARD INDIANS

<b>Pre-1800's</b>	<b>Extermination, Manipulation and Colonization of Indians</b>
<b>Early 1800's</b>	<b>The Civilization Act</b> Appropriate money to "civilize" and "educate" Indians in white schools with white teachers who were usually missionaries.
<b>1830</b>	<b>Removal Act</b> Authorized President Jackson to remove Indians from the east to west of the Mississippi River.
<b>1870-1890</b>	<b>Indian Wars</b> Wounded Knee 1890 – famous Sioux massacre.
<b>1870</b>	<b>Religious Persecution</b> Attempt to get rid of plains Indian societies by destroying their "savage" religions.
<b>1887</b>	<b>The Dawes Allotment Act</b> Divided up Indian land and gave plots of land to the "head of household." Much of original land allotted to Indians was later taken because they were unable to pay taxes. Government determined tribal roles and membership.
<b>1924</b>	<b>The Snyder Act</b> Until this time Indians were not considered citizens of the United States.
<b>1934</b>	<b>Wheeler-Howard Indian Reorganization Act</b> The "Indian New Deal" allowed tribes to establish elected tribal governments. Traditional chiefs, headmen and medicine men are not recognized by the government.
<b>1953</b>	<b>Termination Policy</b> Attempted to abolish federal supervision of Indian tribes. Effect was disastrous on those tribes that were terminated, most notably the Klamath Tribe in Oregon and Menominee Tribe in Wisconsin.
<b>1968</b>	<b>Indian Civil Rights Act</b> Imposed regulations on tribes in order to guarantee individual Indians similar rights in tribal matters as the Bill of Rights gives others.
<b>1970</b>	<b>Self-Determination Policy</b> Richard Nixon condemned the Termination Policy and extended more control of Indian affairs to Indians themselves.
<b>1978</b>	<b>Indian Child Welfare Act</b> Assures the preservation of the Indian family by protecting the proper placement of Indian children into Indian adoptive and foster homes.

### References and Suggested Reading:

- ◇ Bill, Willard, A. *Breaking the Sacred Circle*. Olympia, WA: Superintendent of Public Instruction, Judith A. Billings. 1989. Old Capitol Building, GF-11, Olympia, WA 98504.
- ◇ Cinfolani, William. "Acculturating the Indian: Federal Policies, 1834-1973" *Social Work*: Nov. 1973.
- ◇ Deloria, Jr., Vine. *Custer Died for Your Sins: An Indian Manifesto*. New York: The Macmillan Co., 1969.
- ◇ Deloria, Jr., Vine. *God is Red*. New York: Grosset and Dunlap. 1973.
- ◇ Locklear, Herbert. "American Indian Myths." *Social Work*: May 1972.
- ◇ Prucha, F.P. *Indian Policy in the United States*. Lincoln: University of Nebraska Press, 1981.
- ◇ Prucha, F.P. *The Indians in American Society: From the Revolutionary War to the Present*. Berkeley: University of California Press, 1988



## Trauma Web

The column on the left lists various types of trauma that can affect our lives. The column on the right lists characteristics of trauma. Any of these may have affected you, your parents, grandparents or other people who have had a significant impact on your life. For each of the traumas and characteristics that have affected you, your family or significant others draw a line connecting the trauma or characteristic to "you" in the center of the page.

Death of a loved one	YOU	Frequent periods of depression
Gambling addiction		Difficulty hearing positives
Emotional abuse		Fear of conflict and anger
Drug addiction		Continuing sense of guilt
Physical abuse		Need to be in control
Verbal abuse		Fear of dependency
Cultural loss		Overly responsible
Alcoholism		Very irresponsible
Neglect		Overachievement
Racism		Poor self-images
Divorce	YOU	Need to be right
Poverty		Fear of trusting
Violence		Perfectionist
Disability		Chaos junkies
Relocation		Fear of feeling
Foster care		Fear of intimacy
Adoption		Underachievement
Oppression		Denial of problems
Sexual abuse		Fear of incompetence
Loss of a job		Compulsive behavior
Boarding school		Heavily depends on others
War experiences		Repetitive relationship behavior
Loss of spirituality		Unable to relax, let go, and have fun
Discrimination of any kind		Hypersensitive to the needs of others



## 21 Characteristics

In 1979, Jane Middleton-Moz and Lorie Dwinell identified the following 21 characteristics that adult children of alcoholics may exhibit. These characteristics may also be exhibited by anyone that has lived life and suffered any pain. Because of our unique experiences growing up, we will all react differently to different traumatic events in our lives. In fact, what one person finds to be extremely traumatic, another person may not find traumatic at all. Without healing intervention of some kind, as traumatic experiences happen in our lives our behavior may be affected and we may begin to exhibit some of these characteristics.

1. **Fear of trusting.** Some of us grow up believing that people are unpredictable - that others cannot be trusted because when we trust them, we are let down and hurt. These people may have great difficulty in trusting any responsibility to others or trusting that their feelings or needs will be taken care of.
2. **Continuing sense of guilt.** Some survivors of trauma believe that they have caused the trauma in their lives - that they are responsible for the behavior and actions of others, rather than being a victim of that behavior. They generally won't do anything to "rock the boat" for fear that they will be blamed for any failure, but this also means that they won't take an opportunity to create positive change.
3. **Hyper-responsibility or chronic irresponsibility.** Some of us learn that we must become extremely responsible at an early age - the "20 year old, eight year old". We believe that we must take responsibility for getting everything accomplished or it won't get done. Conversely, some of us have learned not to accept any responsibility for anything. That way, if anything goes wrong "It wasn't my fault. You can't blame me for anything."
4. **Perfectionist.** Depending upon the trauma, some of us grow up believing that we must do everything perfectly. We develop a fear of making mistakes or doing something wrong because when we made a mistake there were severe consequences. We may spend way too much time on inconsequential details, drawing attention away from other important issues.
5. **Counter-dependence or fear of dependency.** We may learn through our experiences that "I don't need to depend on you, I can do it myself." Some may learn to fear depending on others and will not share responsibilities or emotions as a result.
6. **Need to be in control.** Because of feelings of not having any control of life in younger years, some of us may overcompensate in later years by wanting to control everything around us. This can lead to micro managing, overbearing parenting, etc.
7. **Difficulty hearing positives.** Because of poor self-images, some of us have difficulty accepting positive feedback from others. We may ask ourselves, "What do they really want?" or feel pain or loss upon hearing others speak positively about us.
8. **Overachievement or underachievement.** Some of us may try to improve our self-esteem and sense of not being loved by seeking praise for our accomplishments. This could be getting good grades in school, joining every club and excelling in sports; or spending extra time at work and volunteering for every committee. Conversely, some of us may attempt to do very little so we can't fail and can't be blamed for anything.
9. **Poor self-images.** If we internalize the abuse, neglect or emotional distance that others direct at us, we may form a self-image that we "just aren't good enough". This could greatly impact our motivation to accomplish positive things.





## 21 Characteristics (continued)

10. **Compulsive behaviors.** Some of us may become alcoholics or workaholics, compulsive gamblers, over-eaters, over-spenders, or behave in other compulsive and unhealthy ways. We may use these behaviors to avoid feeling grief and pain from the past traumas of our lives.
11. **Need to be right.** Sometimes we may replace the need to feel loved with the need to be right. We may fear being wrong or inappropriate because of baggage from the past. We may even place being right as more important than relating well with others.
12. **Denial.** Through denial we try to protect ourselves by ignoring the pain of reality. We may choose denial over issues with those around us, rather than dealing with the issues because that may lead to an end of the relationship and feelings of abandonment and failure.
13. **Fear of conflict and anger.** Because of fears of the consequences of conflict and anger, or fear of their own unexpressed rage, some people will develop behaviors that avoid conflict. This could include isolating from others or always accepting blame, but ultimately losing their own identity in the process.
14. **Chaos junkies.** If chaos was the norm growing up, we may find ourselves more comfortable with chaos and conflict than with peace and cooperation. Or we may use chaos to hide from other feelings. Some of us will choose professions that are always dealing with chaos.
15. **Fear of feeling.** Some of us were not safe to express or allow feelings, being hurt or abandoned as a result. We learned to withhold feelings, or even lost the ability to feel or express emotions. Without intervention we may continue to act very coldly or emotionless today.
16. **Frequent periods of depression.** Depression has been described as when our expectations are not being met and we begin to believe that they never will be. Eventually our feelings of anger or disappointment are turned inward against ourselves and may show as symptoms of depression.
17. **Fear of intimacy.** We may have learned that intimacy leads to being emotionally or physically hurt. We may become unwilling to feel close to anyone and find ourselves pushing others away.
18. **Fear of incompetence.** This may also be called the “impostor syndrome” - when we begin to believe that if people really knew us they wouldn’t like us. We may act in ways that we feel aren’t our true nature, putting on a false face hoping to be more acceptable to others.
19. **Hypersensitivity to the needs of others.** Some of us learned that life was much safer by being extremely aware of the changing moods of those around us. Today, we may still be scrutinizing the behaviors of others in our attempt to predict how they will behave next. This affects our ability to focus on other issues.
20. **Repetitive relationship patterns.** This may be an attempt to recreate the painful experiences of childhood - returning to what was normal. This could also be a reflection of our feelings of low self-esteem. We may look to find or create unhealthy relationships over and over
21. **Inability to relax let go and has fun.** When others were playing and having fun, some of us were learning to survive in difficult situations. Not only did we not learn how to relax and play, we may have a fear of doing so.



# Healing

Healing comes from the word HAELEW, meaning to be or become whole. Healing can also be described as removing unbalance from self. It is bringing wholeness to body, mind, heart and spirit.

## Healing is a “personal cleansing” of...

- ◇ Mistrust
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## We heal by...

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# Healing Plan

## MY PERSONAL HEALING JOURNEY!

You wouldn't go on a trip to a new destination without a map, would you? Well, a Healing Plan is your map to your Healing Journey. What are you going to do this month on the path to your own Wellness?

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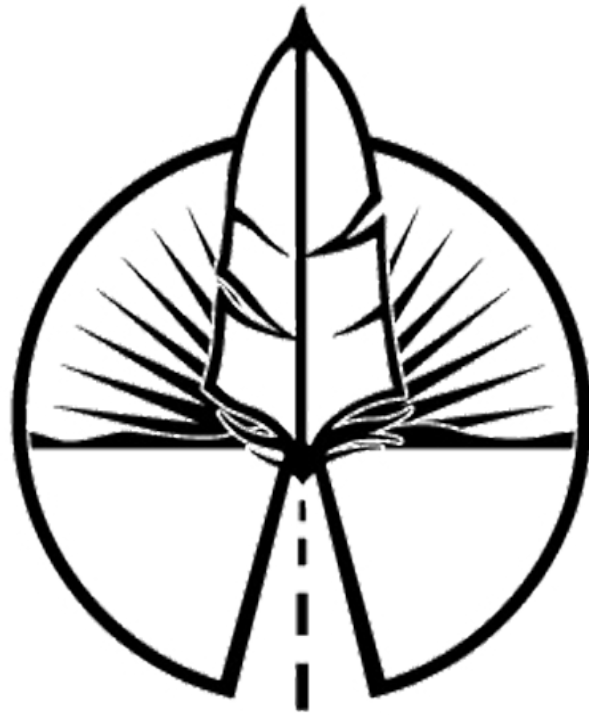
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Having a “profound understanding” means that you have studied historical and intergenerational trauma (read books, attended training, been mentored by experts), you have experience working with people and communities impacted by trauma, you have an understanding of the brain and how it responds to trauma and you have done your own healing work in response to your trauma.

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# Being Trauma Informed Yerington Paiute Tribe Parent

June 18 - 19, 2019



**NATIVE WELLNESS**  
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Native people through programs and trainings that embrace  
the teachings and traditions of our ancestors.*

# Meet the Trainer



## **Marcus Red Thunder (Cree)**

Marcus was raised on northern Cheyenne reservation in Montana and is a trainer and consultant with the Native Wellness Institute. He has over 20 years of experience in Native wellness with special emphasis on men's, women's, and youth leadership, experiential education and training with culture coordinators in therapeutic group home settings, cultural competency training, and healthy relationships training. Marcus is active in cultural, ceremonial and social activities and is a powwow announcer. He is the father of three sons and lives in Billings Montana.

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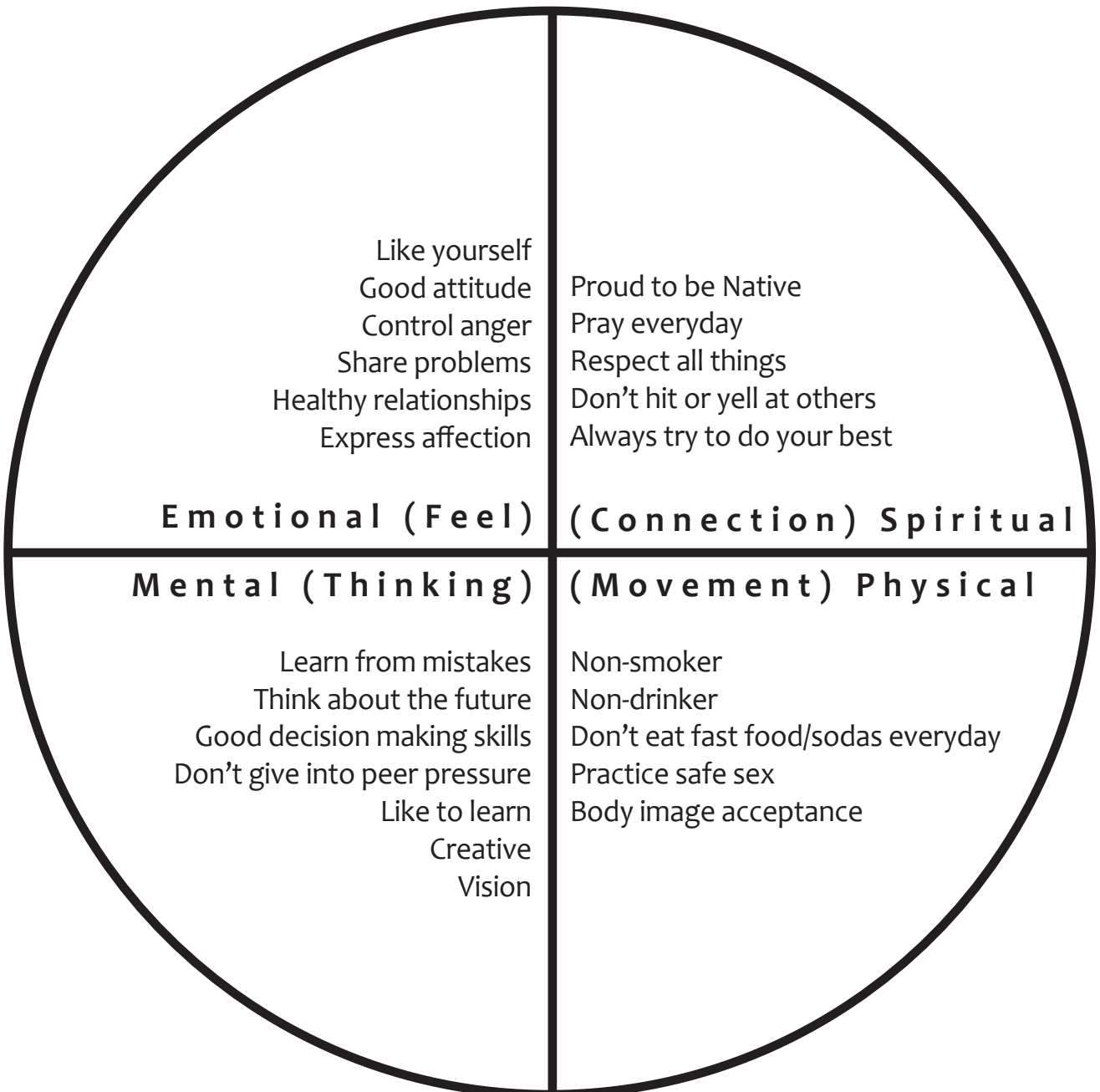
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- ◆ Is about making good choices and having pride in your culture.





# How Well Am I?

In each direction, write the things you do well in the inner circle and the things that need improvement in the outer circle.

Emotional   Spiritual

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# Indian Policy Timeline

## The Indian Experience

### FEDERAL POLICIES TOWARD INDIANS

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Alcoholism

Neglect

Racism

Divorce

Poverty

Violence

Disability

Relocation

Foster care

Adoption

Oppression

Sexual abuse

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Boarding school

War experiences

Loss of spirituality

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Difficulty hearing positives

Fear of conflict and anger

Continuing sense of guilt

Need to be in control

Fear of dependency

Overly responsible

Very irresponsible

Overachievement

Poor self-images

Need to be right

Fear of trusting

Perfectionist

Chaos junkies

Fear of feeling

Fear of intimacy

Underachievement

Denial of problems

Fear of incompetence

Compulsive behavior

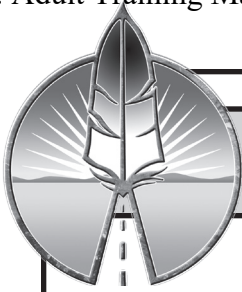
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Repetitive relationship behavior

Unable to relax, let go, and have fun

Hypersensitive to the needs of others

YOU



## 21 Characteristics

In 1979, Jane Middleton-Moz and Lorie Dwinell identified the following 21 characteristics that adult children of alcoholics may exhibit. These characteristics may also be exhibited by anyone that has lived life and suffered any pain. Because of our unique experiences growing up, we will all react differently to different traumatic events in our lives. In fact, what one person finds to be extremely traumatic, another person may not find traumatic at all. Without healing intervention of some kind, as traumatic experiences happen in our lives our behavior may be affected and we may begin to exhibit some of these characteristics.

1. **Fear of trusting.** Some of us grow up believing that people are unpredictable - that others cannot be trusted because when we trust them, we are let down and hurt. These people may have great difficulty in trusting any responsibility to others or trusting that their feelings or needs will be taken care of.
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3. **Hyper-responsibility or chronic irresponsibility.** Some of us learn that we must become extremely responsible at an early age - the "20 year old, eight year old". We believe that we must take responsibility for getting everything accomplished or it won't get done. Conversely, some of us have learned not to accept any responsibility for anything. That way, if anything goes wrong "It wasn't my fault. You can't blame me for anything."
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## 21 Characteristics (continued)

10. **Compulsive behaviors.** Some of us may become alcoholics or workaholics, compulsive gamblers, over-eaters, over-spenders, or behave in other compulsive and unhealthy ways. We may use these behaviors to avoid feeling grief and pain from the past traumas of our lives.
11. **Need to be right.** Sometimes we may replace the need to feel loved with the need to be right. We may fear being wrong or inappropriate because of baggage from the past. We may even place being right as more important than relating well with others.
12. **Denial.** Through denial we try to protect ourselves by ignoring the pain of reality. We may choose denial over issues with those around us, rather than dealing with the issues because that may lead to an end of the relationship and feelings of abandonment and failure.
13. **Fear of conflict and anger.** Because of fears of the consequences of conflict and anger, or fear of their own unexpressed rage, some people will develop behaviors that avoid conflict. This could include isolating from others or always accepting blame, but ultimately losing their own identity in the process.
14. **Chaos junkies.** If chaos was the norm growing up, we may find ourselves more comfortable with chaos and conflict than with peace and cooperation. Or we may use chaos to hide from other feelings. Some of us will choose professions that are always dealing with chaos.
15. **Fear of feeling.** Some of us were not safe to express or allow feelings, being hurt or abandoned as a result. We learned to withhold feelings, or even lost the ability to feel or express emotions. Without intervention we may continue to act very coldly or emotionless today.
16. **Frequent periods of depression.** Depression has been described as when our expectations are not being met and we begin to believe that they never will be. Eventually our feelings of anger or disappointment are turned inward against ourselves and may show as symptoms of depression.
17. **Fear of intimacy.** We may have learned that intimacy leads to being emotionally or physically hurt. We may become unwilling to feel close to anyone and find ourselves pushing others away.
18. **Fear of incompetence.** This may also be called the “impostor syndrome” - when we begin to believe that if people really knew us they wouldn’t like us. We may act in ways that we feel aren’t our true nature, putting on a false face hoping to be more acceptable to others.
19. **Hypersensitivity to the needs of others.** Some of us learned that life was much safer by being extremely aware of the changing moods of those around us. Today, we may still be scrutinizing the behaviors of others in our attempt to predict how they will behave next. This affects our ability to focus on other issues.
20. **Repetitive relationship patterns.** This may be an attempt to recreate the painful experiences of childhood - returning to what was normal. This could also be a reflection of our feelings of low self-esteem. We may look to find or create unhealthy relationships over and over
21. **Inability to relax let go and has fun.** When others were playing and having fun, some of us were learning to survive in difficult situations. Not only did we not learn how to relax and play, we may have a fear of doing so.



# Healing

Healing comes from the word HAELEW, meaning to be or become whole. Healing can also be described as removing unbalance from self. It is bringing wholeness to body, mind, heart and spirit.

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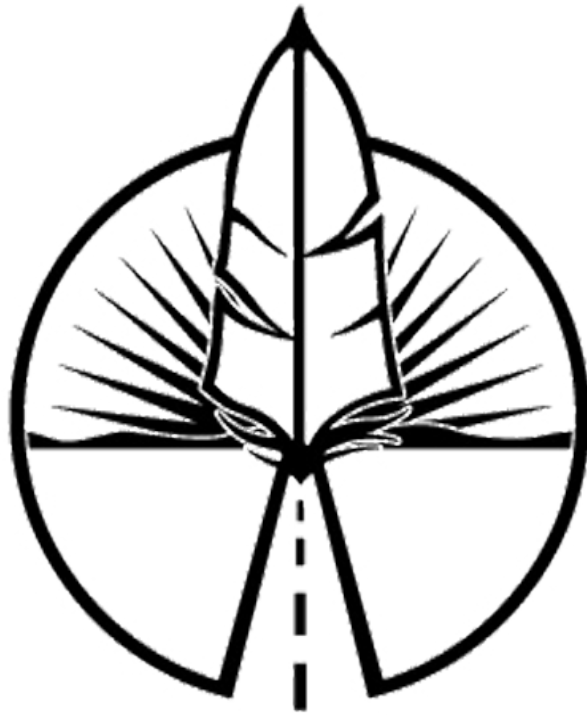
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# Meet the Trainer



## **Robert Johnston (Muskogee Creek/Choctaw)**

*“When you hold back, you stand behind the mountain. When you step up, you stand on top of it!”*

Robert is a founding member of the Native Wellness Institute and a popular Native American speaker and coach who has served Indian Country for over 15 years. He uses humor, storytelling, and music in his highly interactive presentations. As a leadership trainer for youth, Robert has served many organizations including White Bison, United National Indian Tribal Youth (UNITY), National Congress of American Indian (NCAI), and the Native Wellness Institute. He is a certified hypnotist and has studied Sports Motivation. Robert’s hypnosis shows have delighted Native communities all over the United States and Canada.

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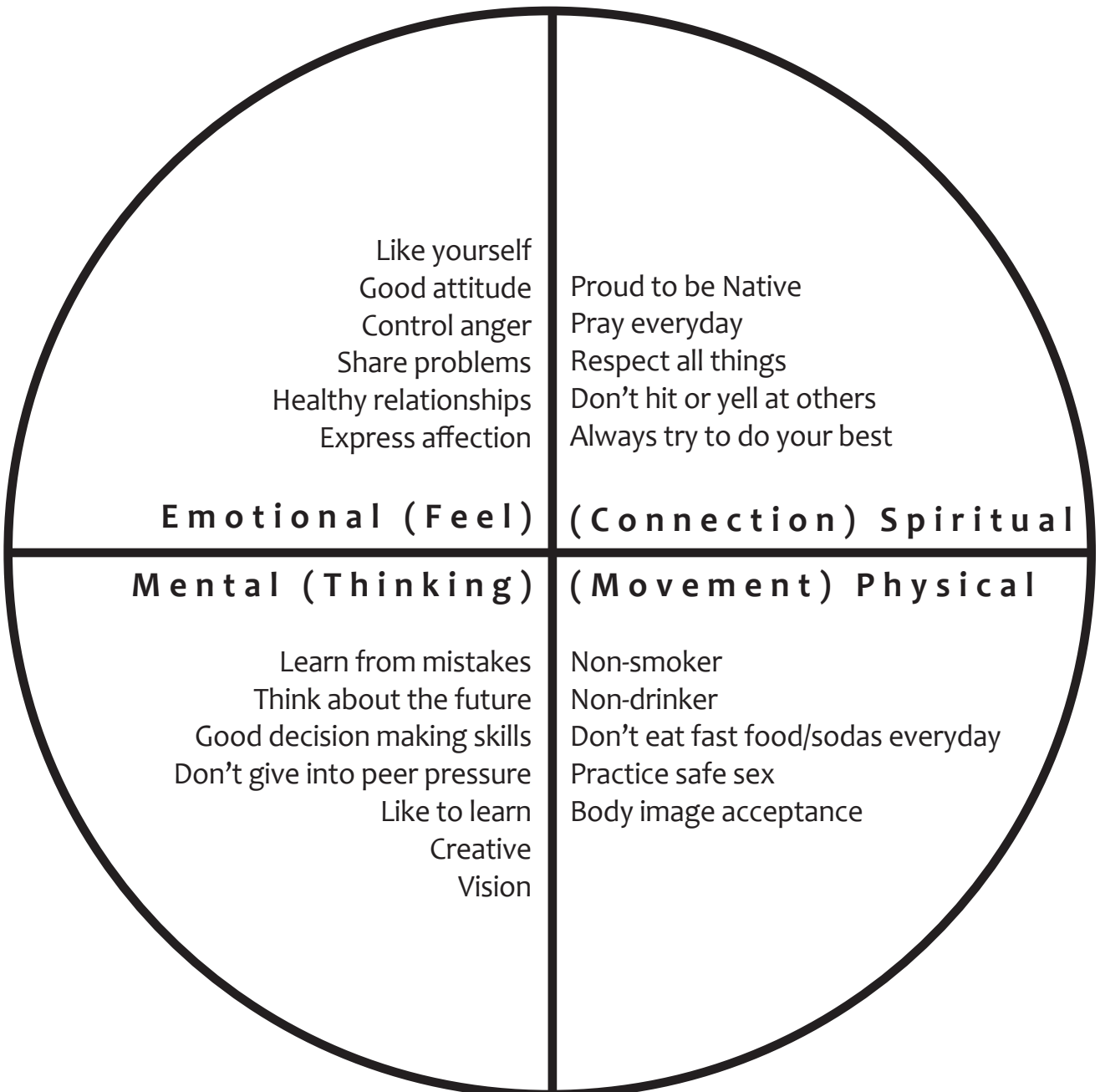


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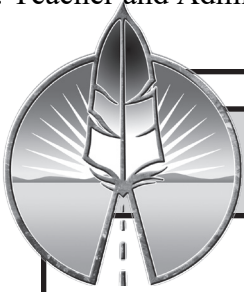




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Violence		Perfectionist
Disability		Chaos junkies
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Foster care		Fear of intimacy
Adoption		Underachievement
Oppression		Denial of problems
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## 21 Characteristics (continued)



10. **Compulsive behaviors.** Some of us may become alcoholics or workaholics, compulsive gamblers, over-eaters, over-spenders, or behave in other compulsive and unhealthy ways. We may use these behaviors to avoid feeling grief and pain from the past traumas of our lives.
11. **Need to be right.** Sometimes we may replace the need to feel loved with the need to be right. We may fear being wrong or inappropriate because of baggage from the past. We may even place being right as more important than relating well with others.
12. **Denial.** Through denial we try to protect ourselves by ignoring the pain of reality. We may choose denial over issues with those around us, rather than dealing with the issues because that may lead to an end of the relationship and feelings of abandonment and failure.
13. **Fear of conflict and anger.** Because of fears of the consequences of conflict and anger, or fear of their own unexpressed rage, some people will develop behaviors that avoid conflict. This could include isolating from others or always accepting blame, but ultimately losing their own identity in the process.
14. **Chaos junkies.** If chaos was the norm growing up, we may find ourselves more comfortable with chaos and conflict than with peace and cooperation. Or we may use chaos to hide from other feelings. Some of us will choose professions that are always dealing with chaos.
15. **Fear of feeling.** Some of us were not safe to express or allow feelings, being hurt or abandoned as a result. We learned to withhold feelings, or even lost the ability to feel or express emotions. Without intervention we may continue to act very coldly or emotionless today.
16. **Frequent periods of depression.** Depression has been described as when our expectations are not being met and we begin to believe that they never will be. Eventually our feelings of anger or disappointment are turned inward against ourselves and may show as symptoms of depression.
17. **Fear of intimacy.** We may have learned that intimacy leads to being emotionally or physically hurt. We may become unwilling to feel close to anyone and find ourselves pushing others away.
18. **Fear of incompetence.** This may also be called the “impostor syndrome” - when we begin to believe that if people really knew us they wouldn’t like us. We may act in ways that we feel aren’t our true nature, putting on a false face hoping to be more acceptable to others.
19. **Hypersensitivity to the needs of others.** Some of us learned that life was much safer by being extremely aware of the changing moods of those around us. Today, we may still be scrutinizing the behaviors of others in our attempt to predict how they will behave next. This affects our ability to focus on other issues.
20. **Repetitive relationship patterns.** This may be an attempt to recreate the painful experiences of childhood - returning to what was normal. This could also be a reflection of our feelings of low self-esteem. We may look to find or create unhealthy relationships over and over
21. **Inability to relax let go and has fun.** When others were playing and having fun, some of us were learning to survive in difficult situations. Not only did we not learn how to relax and play, we may have a fear of doing so.



# Healing

Healing comes from the word HAELEW, meaning to be or become whole. Healing can also be described as removing unbalance from self. It is bringing wholeness to body, mind, heart and spirit.

## Healing is a “personal cleansing” of...

- ◇ Mistrust
- ◇ Unresolved grief
- ◇ Loss and hurt
- ◇ Anger / hatred
- ◇ Historical trauma
- ◇ Shame / guilt
- ◇ Fear
- ◇ Negativity
- ◇ What else?

## We heal by...

- ◇ Forgiveness – self and others
- ◇ Looking within – introspection
- ◇ Feasting
- ◇ Praying
- ◇ Sharing ourselves
- ◇ Therapy
- ◇ Being generous
- ◇ Taking healthy risks
- ◇ Changing unhealthy behavior
- ◇ Practicing spirituality
- ◇ Loving ourselves and others
- ◇ What else?



# Healing Plan

## MY PERSONAL HEALING JOURNEY!

You wouldn't go on a trip to a new destination without a map, would you? Well, a Healing Plan is your map to your Healing Journey. What are you going to do this month on the path to your own Wellness?

	Spiritual	Emotional	Mental	Physical
Example	Pray for my healing and my families healing every morning before I go to work.	Go to weekly talking circles and share what I am feeling about my healing.	Make a digital story about my healing journey.	Walk 3 miles every day after work to allow my body to stay healthy.
Week 1				
Week 2				
Week 3				
Week 4				

**Remember: Healing is a journey, not a destination! Happy Travels!**



## Being Trauma and Healing Informed

Over the last several years there has been increased attention to the impacts of trauma on behavior. The term “trauma-informed” was coined as a way to help service providers (education, social services, health and medical, law enforcement, etc) and their agencies or departments better serve the people by better understanding their behavior.

To be trauma-informed, you really are being “healing informed.” Being trauma and healing informed, in the big picture, means:

1. You have a profound understanding of trauma on behavior;
2. You have a profound understanding of trauma on behavior and you seek not to re-traumatize people;
3. You have a profound understanding of trauma on behavior and seek to understand the difference between “what’s wrong with you” vs. “what happened to you;”
4. You understand neuro-trauma (like FASD) and learn about trauma on the brain;
5. You understand that healing is the answer to trauma and you have done your own healing work or at least started your healing journey;
6. You integrate healing opportunities into your home, community and work life (because often, if we’re not healing, we’re hurting);
7. You continue to learn more about trauma and healing.

Having a “profound understanding” means that you have studied historical and intergenerational trauma (read books, attended training, been mentored by experts), you have experience working with people and communities impacted by trauma, you have an understanding of the brain and how it responds to trauma and you have done your own healing work in response to your trauma.

“Where there has been trauma, healing is the answer.”

## Attachment B: Being Trauma Informed Survey

### ***Nevada Native Youth Community Project Being Trauma Informed Survey***

Principal Investigator: Elizabeth Bright  
Co-Investigator: Linda Fredricks

June 2019

Dear *Being Trauma Informed* Attendee:

RMC Research Corporation is working with the Nevada Department of Education to conduct an evaluation of the *Native Youth Community Project*. The purpose of this study is to measure the impacts of the project activities on participating students, students' families, and community members. Gaining information from the evaluation will help to provide valuable feedback to project staff and will ensure that it is effective and will continue to have positive influences on students and on the community.

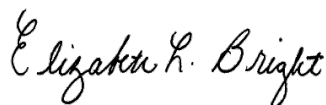
The following survey contains questions about your experiences during the training, *Being Trauma Informed*. There are no right or wrong answers to the questions on this survey; it will take approximately 10 minutes to complete. Answers to survey questions are strictly confidential and all responses are combined in our reports. Individual responses will not be shared with school officials or anyone else. No names are used in our reports. You do not need to take or complete the survey if you choose. When you are finished, please place the survey in one of the boxes near the door or hand to one of the event organizers.

Your participation in this study is voluntary. You are free to withdraw your consent and discontinue participation in this study at any time without prejudice or penalty. Your decision to participate or not participate in this study will in no way affect your relationship with the school or any of its employees.

If you have any questions regarding your rights as a participant in the study, you may contact Solutions IRB (the organization that oversees the protection of study participants) at 1-855-226-4472 or email: [participants@solutionsirb.com](mailto:participants@solutionsirb.com).

We thank you for taking the time to complete this survey.

Sincerely,



Elizabeth Bright  
Principal Investigator

**Being Trauma Informed Training Survey**

**1. Please indicate your role.**

- Educator     
  Parent/Grandparent/Caregiver     
  Community Member  
 Student (Grade level this past school year \_\_\_\_\_)  
 Other (Please specify \_\_\_\_\_)

**2. Please indicate your gender.**

- Female     
  Male     
  Non-binary/Third Gender  
 Transgender     
  Prefer not to say     
  Prefer to self-describe: \_\_\_\_\_

**3. Please indicate your agreement or disagreement with the following statements:**

	Strongly Agree	Somewhat Agree	Somewhat Disagree	Strongly Disagree	Doesn't Apply
a. Overall, the quality of the training was excellent.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Attending the training was helpful.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. The content of the training was meaningful to me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. The training was interesting.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. The presenters were knowledgeable.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. The presenters held my attention.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Enough time was allowed for asking questions of presenters.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Enough time was allowed for talking with other attendees.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. My knowledge of the content presented increased as a result of my attending the training.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j. I plan to use what I learned at the training.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k. I feel that my time at the training was well spent.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
l. I would recommend this training to a friend.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
m. I would like to attend additional training on <i>Being Trauma Informed</i> .	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



**Attachment B: Being Trauma Informed Survey**

**4. Attending the *Being Trauma Informed* training increased my understanding of...**

	<b>Strongly Agree</b>	<b>Somewhat Agree</b>	<b>Somewhat Disagree</b>	<b>Strongly Disagree</b>	<b>Doesn't Apply</b>
a. what historical and intergenerational trauma are.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. how trauma impacts the brain.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. how trauma impacts behavior.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. how trauma impacts the individual, work, and the community.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. what it means to be <i>Trauma Informed</i> .	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. how to move past trauma.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. how to heal from trauma.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**5. The most important thing I learned at the *Being Trauma Informed* training is...**

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**6. I would like to learn more about...**

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**7. Please provide us with any suggestions you have for improving your experiences at the *Being Trauma Informed* training:**

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**8. Please list any speakers, performers, or topics you would like to see at future events:**

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**9. Please provide any additional feedback:**

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**Thanks for completing this survey!**

## Attachment C: Participant Comments on the *Being Trauma Informed* Training

### Student Comments

<p><b>5. The most important thing I learned at the <i>Being Trauma Informed</i> training is...</b></p> <p>The healing process Everyone is there, helpful and different ways to heal The history of our tribe The history and how it affects us now. To learn more about our story Is to be respect full to your elders The most important thing was having family there by my side How to heal from trauma To think positive &amp; about traumas Is how to heal and being able to talk to each other</p>
<p><b>6. I would like to learn more about...</b></p> <p>Like to learn about trauma More about traditional things like songs and stories Our culture Native history Our history What the people did to the native people at boarding school History I would like to learn more abt [sic] trauma The history of my tribe How to become a Native wellness trainer</p>
<p><b>7. Please provide us with any suggestions you have for improving your experiences at the <i>Being Trauma Informed</i> training:</b></p> <p>Talk more about trauma More game having to do with it Try to inform better Have more day for the training so we have more learning time Maybe just pick on someone who can say something</p>
<p><b>8. Please list any speakers, performers, or topics you would like to see at future events:</b></p> <p>Ty, Jordan, Josh, Shayleen, and Serria The last ones before Don't have to recommend [sic] anything Have more of the 12OSP members Jordan, Ty, Shealeen, Josh, and Sierra Ty Tyren King, Jordan Cocher, Josh Cocher, Shaleen, Sierra</p>
<p><b>9. Please provide any additional feedback:</b></p> <p>Thank you :) I Love this, it was really fun and helpful in ways It was helpful I appreciate learning Try to list things about our history Thank you It was really good keep it up The games we played were very positive I had a lot of fun while learning and I had an overall amazing experience This was a good experience to have Thank you!</p>

## Attachment C: Participant Comments on the *Being Trauma Informed* Training

### Adult Comments

<p><b>5. The most important thing I learned at the <i>Being Trauma Informed</i> training is...</b></p> <p>That I need to change my patterns and mind frame Teaching of medicine wheel "Rep. People of all nations!" To let go of the hurt, hate and anger or it will eat you up and keep you from moving forward The history of the people, Tribes of other nations How to heal with others as well as yourself We need to listen, Talk, Trust, forgive, Live life! That I am not alone - We all are healing from something. Or that we have truly been through a lot This was a very informational training I enjoy learnin [sic] about trauma Learning that putting myself first is ok To work on me My individual knowledge of types of trauma, sharing has opened up my thoughts of what steps to inform others to start the healing Native people want to learn about these Traumas &amp; how to heal them How to start to heal ourselves first How to take the steps to begin the healing process How to live a balanced life, to live a beautiful life I need to think good about myself and life Understanding that what has happened in my life has effect what &amp; how I act on a daily basis Take care of self to be able to help others</p>
<p><b>6. I would like to learn more about...</b></p> <p>How change our selves [sic] and understand cultural (native) Spiritual Forgiving family members who have hurt my children H[i]story of trauma other Native Tribes Move past healing How to move past trauma How to help other's heal My own tribal history, language (<i>sic</i>) and traditions Healing my heart, don't want to revisit my memories Planning for our youth to being better informed, and not afford to express who they are How to apply the knowledge to my childrens [sic] lives Intergeneration trauma Childhood trauma More indept [sic] into this training How to work through the trauma Moving past trauma so it does not resurface</p>
<p><b>7. Please provide us with any suggestions you have for improving your experiences at the <i>Being Trauma Informed</i> training:</b></p> <p>Not being by my grandson side made him relax and separate [last two words unclear] Need to have more time to learn (not 2 day training; but 4 day) More community participation</p>

**Attachment C: Participant Comments on the *Being Trauma Informed* Training**

<p>Continue of Death in family members, What to share with young ones Very informative, Marcus is from someplace else but he relates to us! He is amazing and skillful Training as a kick-off to start of school year vs. end of year. So much going on and kids/teachers hard to get to particip [sic]. Would like to share my life somehow when someone For me would be more open to expressing our tribal history and how to grow beyond the trauma More [second word unclear] More days I'm not sure Great training</p>
<p><b>8. Please list any speakers, performers, or topics you would like to see at future events:</b></p> <p>About how are families and culture and how manage takes to our selves Have your family present with you during your sessions Marcus Red Thunder, Faith Spotted Eagle, Supaman [sic], young speakers for the youth (Open), to see Marcus Red Thunder again, nice meeting people from far away tribes To have Marcus Red Thunder to speak again I enjoy talented people. Music and the stories was perfect Nothing except maybe "boundaries" for healthy relationships Marcus Red Thunder is a great speaker. Kept the participants engaged and is very knowledge[e]able in the trauma information Cecilia Fire Thunder, Faith? Teri Dameron Marcus and his stories and his relating it to the training, Being humorous, Laughter is healing! Marcus Red Thunder I'm not sure</p>
<p><b>9. Please provide any additional feedback:</b></p> <p>Need help :) Overall was very good. Hope more training can come back to tribe + tribal employees (all depts) Very Helpful, interesting from tribal members I learned today Have more of these classes Many people need to be here! I wish we can make it mandatory [sic]. So important! Was very good! Glad I attended Happy I attended the training. It was great learning about my tribe and that putting myself first is ok I loved this training. Want more help I encourage all to know that spirituality and Religion are important to all people, respect all! Wish I could have attended both days This was a really amazing training Awesome presenter and trainer Thank you for providing this amazing experience. It has really opened my eyes</p>

## Attachment C: Participant Comments on the *Being Trauma Informed* Training

### Teacher/Administrator Comments

<p><b>5. The most important thing I learned at the <i>Being Trauma Informed</i> training is...</b></p> <p>Continue the groundwork at home or my community The type of assessment [sic] consideration used to address it How the circle is very important in being healthy It is a process Why I may be seeing certain behaviors and academic achievement from Native students That students from all walks of life can experience and show signs of trauma Not to dwell on the trauma. Instead, focus on healing Healing and how to make a shift Effects on learning How to self reflect and use my tools to help myself heal and move forward Understanding the perspective of others There is trauma everywhere and it deeply impacts the future The connection between the children I teach and their ancestral [sic] history + knowledge To continue to seek reason for behavior</p>
<p><b>6. I would like to learn more about...</b></p> <p>How to heal the youth or individuals Emotional trauma The healing process DNA/Behavior [sic] relationship How this trauma affects all students How to confront and acknowledge this with other people/students What it might look like to help a student move forward Cultural How to approach others to take the same initiative Intervention strategies Tools to better read families and students I work w/ Everything our speak [sic] talked about! Specifics to Paiute Tribe in Yerington - activities, what non-Natives are invited to participate in</p>
<p><b>7. Please provide us with any suggestions you have for improving your experiences at the <i>Being Trauma Informed</i> training:</b></p> <p>Whole training was great No... the teaching structure was very good. Nice blend of research with stories (personal) Some experiences or examples of students who have either been able to move on or of [sic] Loved it! More trainings A little more physical activity during the session It was great! I would love to know more about how to connect with the children who need our help with their education + discipline</p>

**Attachment C: Participant Comments on the *Being Trauma Informed* Training**

How to apply to behaviors - students that have shut-down
<b>8. Please list any speakers, performers, or topics you would like to see at future events:</b>
Don't know Robert Johnson...Good Gearald...always cool Robert, Gerald NWI I love all the Native Wellness Institute staff. Robert makes his presentations fun and impactful Conflict management Anyone like this one would be awesome
<b>9. Please provide any additional feedback:</b>
Overall good training, I have had a grasp on this before the training More testimonies on the impact on the impact of being traumatized Everything was good Well planned Thank you! This was awesome and I hope more educators have access to this in the future Thank you! I would love to collaborate to bring NWI back to Nevada and unite the tribes so we can work together for a common goal, Thank you! Robert was well informed, relatable, and profession. Excellent! This was a fantastic training. Super informative. Personally, spiritually helpfully, as well as job related, thank you very much ! :)