A virtual simulation scene showing a police officer in a dark uniform with a badge on his chest standing and talking to a young man with a black backpack. They are in an outdoor fair setting with a white tent, a food stand with a menu, and a green trash can in the foreground.

Effective Practices for Law Enforcement working with Tribal Youth- Trauma Informed Policing Virtual Simulation Training: Introduction of Avatar Based Simulation Module

TLPI Wellness Court Enhancement Training
September 2017

Anna Clough, JD- OJJDP Tribal Youth Training and Technical Assistance
Center

Sutton King, Kognito, LLC

Kognito



About the Presenters

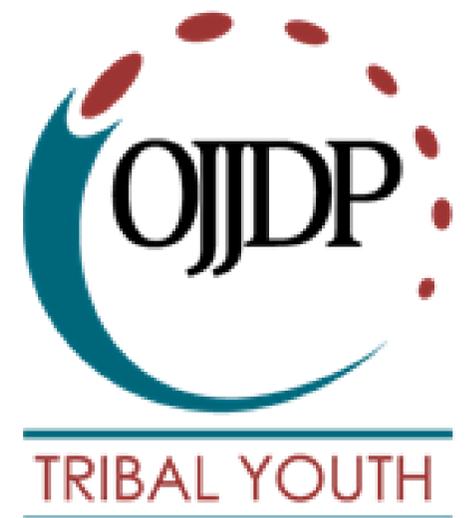
Anna Clough, JD (Muscogee Creek/Yuchi) is currently the Asst. Dir. of OJJDP Tribal Youth Training and Technical Assistance Center and supports the Resource Division for Law and Policy.

Sutton King, (Menominee/Oneida) serves as a Tribal Program Specialist and Research Coordinator at Kognito, LLC and supports training opportunities related to virtual simulation modules.



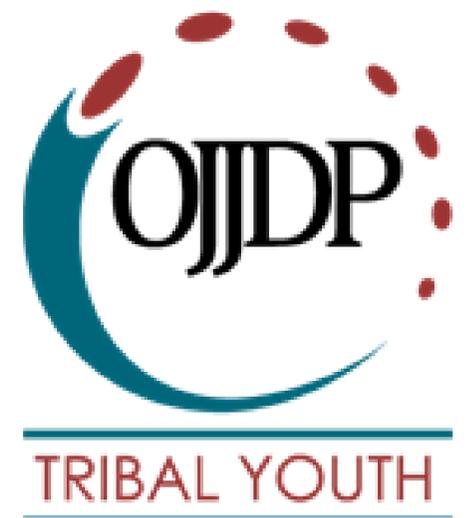
About the OJJDP Tribal Youth TTAC

- Provides support to OJJDP Tribal Youth Grantees
- Indian Country Child Trauma Center at the University of Oklahoma Health Sciences Center
- Under the direction of Dr. Dolores Subia Bigfoot



Agenda

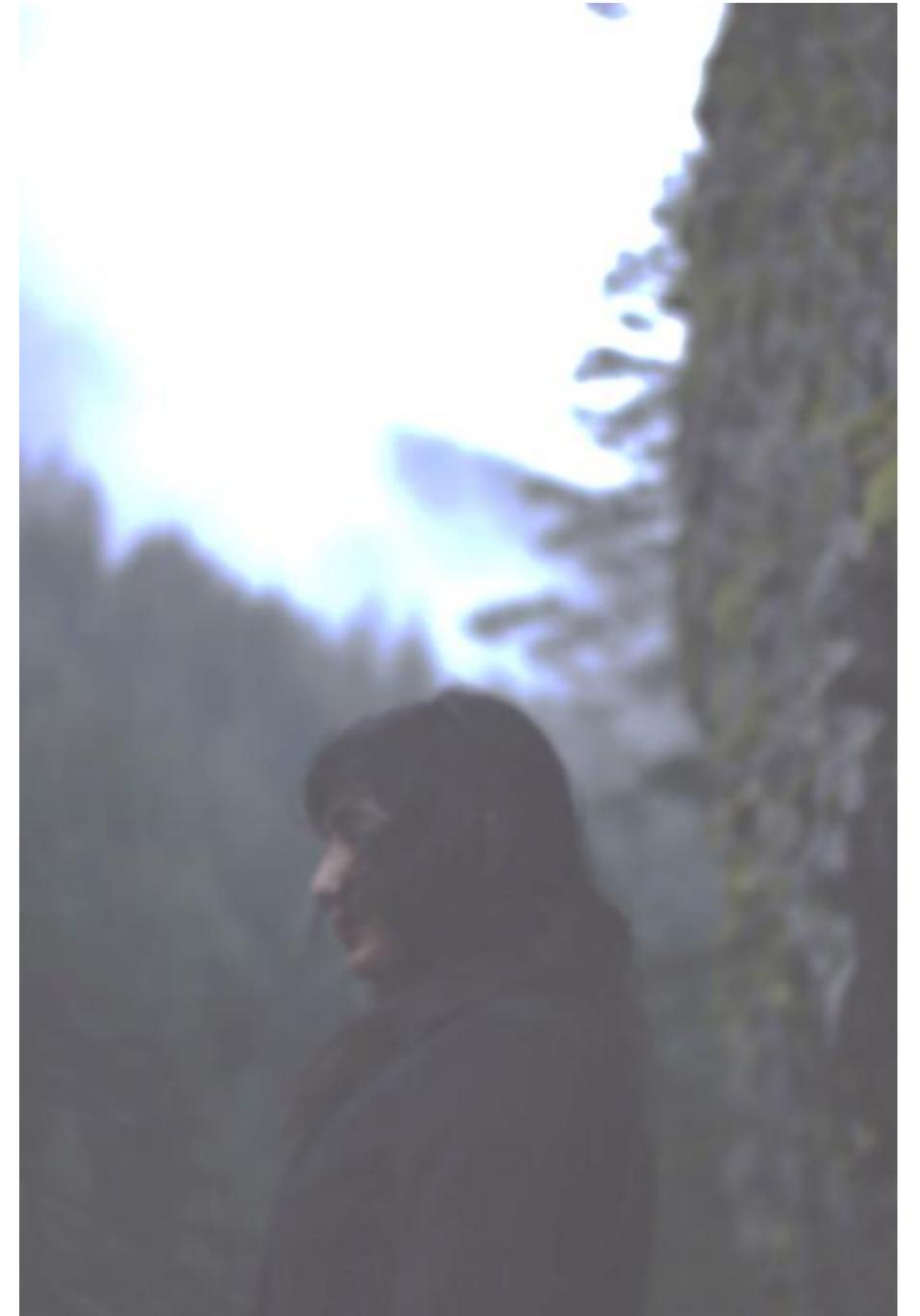
- The Importance of Trauma-Informed Policing with Youth in Indian Country
- Trauma Informed Policing within the Wellness Court Setting
- Introducing a New, Free Online Training Simulation
- Implementation and Outreach
- Program Effectiveness
- Questions and Next Steps



Prevalence of Trauma

- 2012 Attorney General's Task Force on Children Exposed to Violence reported that about 2/3 children in the United States have been exposed to some type of violence.
- National Child Traumatic Stress Network notes the relationship between early victimization and offending with studies linking child traumatic events to later delinquent behaviors such as:
 - Community Violence
 - Sexual Assault
 - Variety of Other Delinquent Behaviors

Note not ALL individuals who experience trauma will engage in delinquent behavior.



Trauma and Tribal Youth

What is Trauma in Indian Country?

- A unique individual experience associated with a traumatic event or enduring conditions, which can involve an actual death or other loss, serious injury, or threat to a child's well-being. (NCTSN, 2004)
- Often related to the cultural trauma, historical trauma, and intergenerational trauma that has accumulated in AI/AN communities through centuries of exposure to racism, warfare, violence, and catastrophic disease. (Bigfoot and Braden, 2007)

Understanding Trauma

- Single Event (Car Accident/One time Assault)
- Prolonged Experience (Historical Event/Removal from Homeland/Ongoing Abuse)
- Cumulative Effects (High Rate of Exposure to Violence, DV, Community Violence)
- Personal Events that Impact Generations (Boarding Schools/Forced Relocation/Early Losses)
- Violent Deaths (Exposure to Homicide; Suicide) and
- Multiple Victimization (Two or more victimizations)

(Bigfoot, Haque & Braden, 2008)

Trauma Informed Approach

- Realizes the widespread impact of trauma; understands paths for recovery
- Recognizes the signs and symptoms of trauma in clients; families; staff and others involved with the system
- Responds by fully integrating knowledge about trauma into policies, procedures and practices
- Seeks to actively resist ***re-traumatization***

Trauma Informed Approach

Six Key Principles:



1. **Safety**
2. **Trustworthiness and Transparency**
3. **Peer Support**
4. **Collaboration and Mutuality**
5. **Empowerment, voice and choice**
6. **Cultural, Historical and Gender issues**

(SAMHSA, 2015)

Wellness Court Processes

- The Wellness Court structure is unique and varied, however the core goal is to reduce the use of illicit substances/drugs/alcohol by individuals and increase community safety.
- The Wellness Court provides a safe space for participants to heal while also remaining accountable through judicial system processes utilizing a team approach.
- Probation/Law Enforcement serve a special role by providing monitoring, mentorship and engagement processes with both adult and youth participants.

Changing Perceptions

- Embracing the TIC approach may support law enforcement/probation as they engage with youth.
- Perception of legal actors, particularly police officers, can lead to compliance or rejection of legal and social norms among children and adolescents. (Stewart et al., 2014)
- Police are government actors, but even officers acting within their discretionary power can be perceived as using unnecessary force, which undermines legitimacy, (Brunson & Miller, 2006)



Practical Application of TIC

- Providing adequate orientation for youth and the role of law enforcement within the wellness court structure
- Ensure that LE/Probation engaged within wellness court understand principles of trauma and develop or integrate trauma informed approaches/policies/procedures
- Ensure that LE/Probation have an understanding of the youth's needs/diagnoses as is necessary to provide services.
- Understanding youth exposed to trauma may cope with indifference, defiance, or aggression as self-protective reactions. (Ford et al., 2007)

Practical Application of TIC

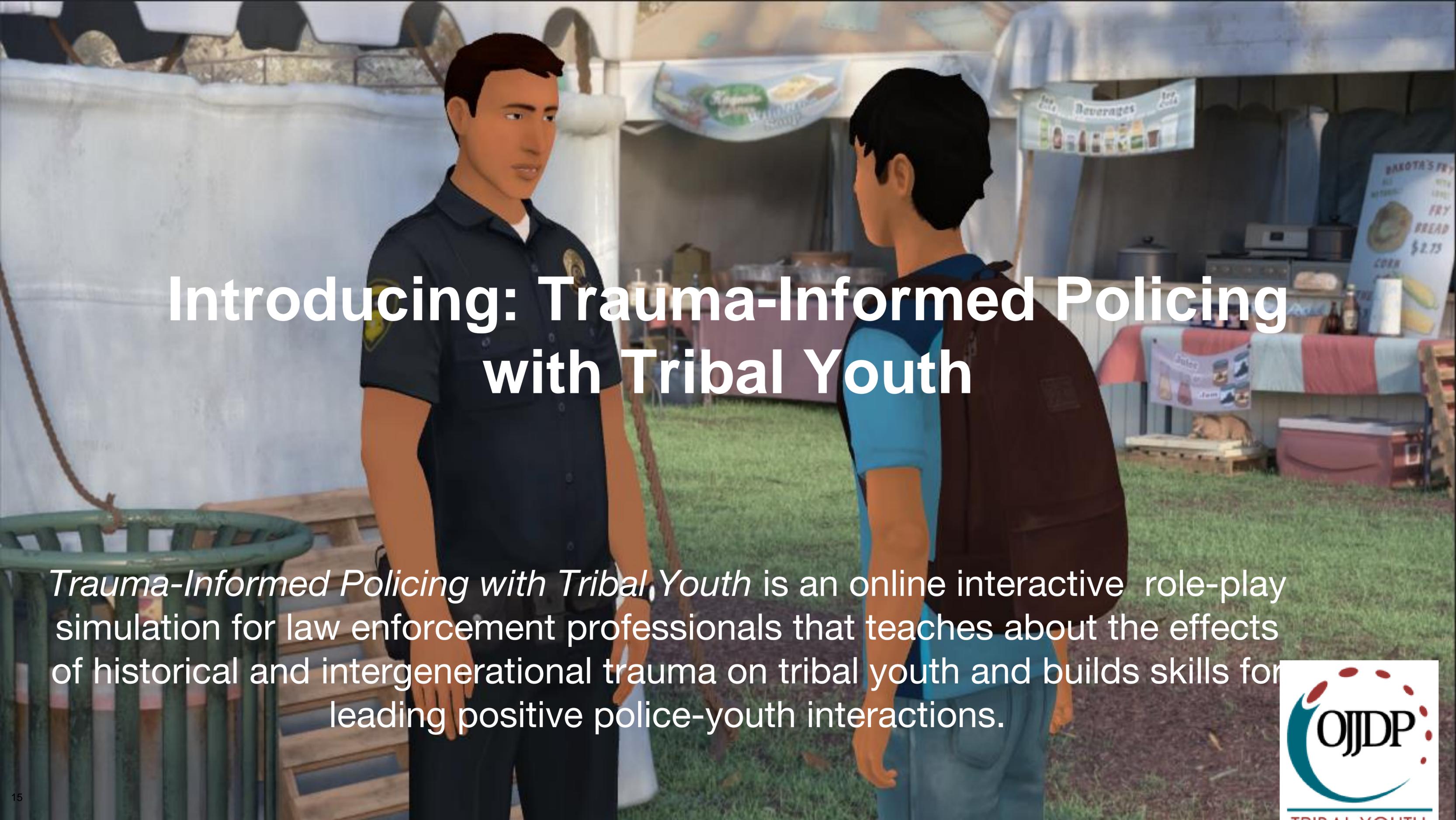
- Integrating the principles of TIC with a broader body of policing strategies can support systemic community change. TIC and Community policing strategies can support the wellness court, the broader judicial system and community.

Community Policing: 3 core principles Community Partnerships, Problem-Solving Policing, and Organizational Transformation. These elements coincide well with the wellness court structure, framework and TIC methodology.

- Engage with family and caregivers as best possible to provide a supportive role. “Collaborating with traumatized youth helps them engage in learning how to manage trauma reactions and work toward re-entering the community as responsible citizens,” (NCTSN, 2016)

Future Planning

- Engage with the team with an overall plan to incorporate TIC within the wellness court structure.
- Implement processes that support on-going collaborative cross-training within the wellness court team and framework.
- Support youth on their path to wellness with understanding and in a helpful way.



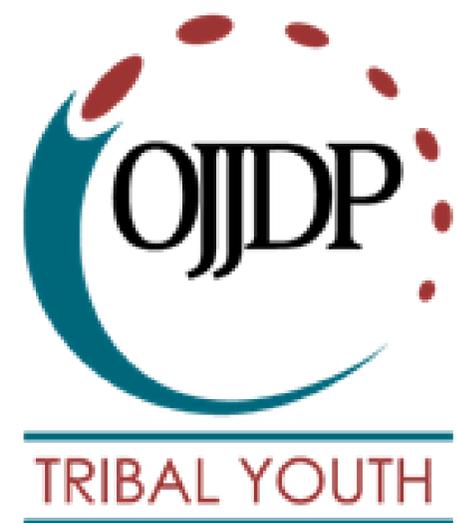
Introducing: Trauma-Informed Policing with Tribal Youth

Trauma-Informed Policing with Tribal Youth is an online interactive role-play simulation for law enforcement professionals that teaches about the effects of historical and intergenerational trauma on tribal youth and builds skills for leading positive police-youth interactions.



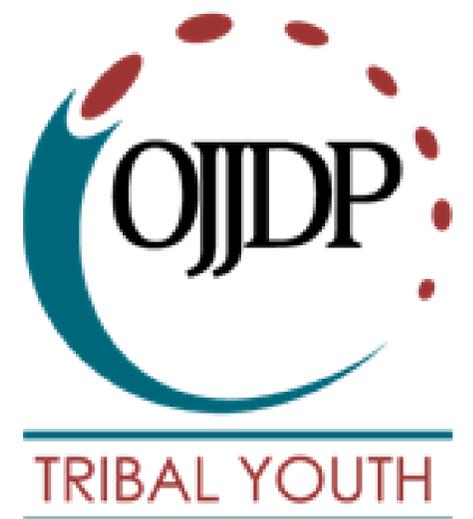
Online + Role-Play + Simulation

- Role-Play: most effective approach for changing behavior, building conversation skills
- Simulation: practice in a safe environment before trying it in “real life”
- Online: accessible 24/7 from any internet-connected computer, fidelity to the evidence-based model.



Why Is Trauma-Informed Policing Important?

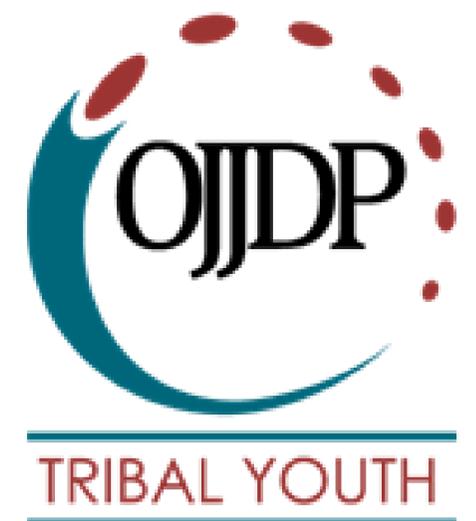
- Helps recognize trauma and trauma-response to de-escalate situations
- Connect traumatized youth with resources (systems of care)
- Reduce recidivism through early intervention



Our Vision: Making Trauma-Informed Policing the New Normal in Indian Country

We believe that trauma-informed policing can have a profound and beneficial impact on the safety and well-being of tribal youth.

Our goals are 1) to quickly and effectively increase the awareness of the need for law enforcement to adopt trauma-informed policing approaches and 2) provide effective training to all law enforcement officers working in Indian Country - tribal, BIA, local, state, federal



Trauma-Informed Policing with Tribal Youth

- Culturally-tailored
 - Developed with 25 Tribal Subject Matter Experts
 - Sensitizes users to historical and intergenerational trauma
 - Adapted from evidence-based model in collaboration with OJJDP Tribal Youth TTAC
- Simulation format
 - provides practice interacting with Tribal youth
 - Effective in changing knowledge, skills and self-confidence
- Easy and convenient
 - Online, available anywhere 24/7
 - Awards free CEU for Oklahoma LEOs from CLEET; national CEU underway



Trauma-Informed Policing with Tribal Youth

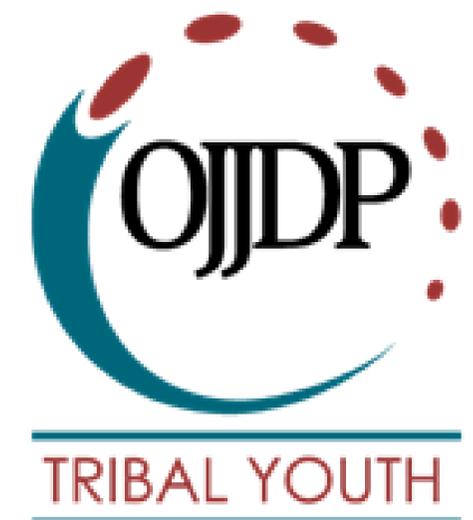
Practice interacting with virtual tribal youth in a way that promotes cooperation and respect. You will learn about how historical and individual trauma can lead to negative behavior and how your own actions can empower them to make better choices.

FOR **Tribal Law Enforcement Professionals**
LENGTH **0h 24m**

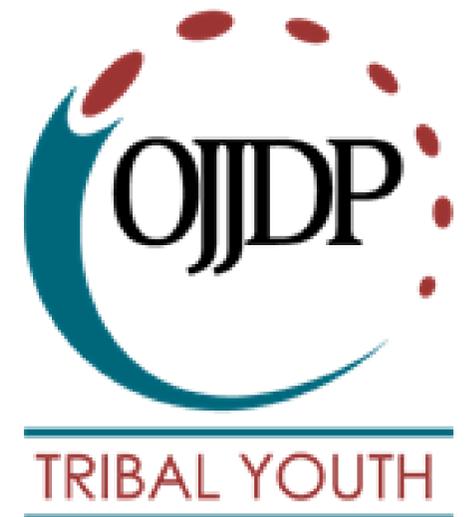
- ▶ **Understanding the Effects of Trauma**
6 min
How can past and current trauma affect the behavior of American Indian and Alaska Native youth?
- ▶ **Connecting with Youth**
5 min
How can we improve our communication with youth who have been exposed to trauma?
- ▶ **Practice Conversation**
12 min

A tribal youth is suspected of shoplifting. Using trauma-informed techniques, build a relationship with him to reach a favorable outcome.
- ▶ **Preventing Escalation**
2 min
How can we handle tense situations with trauma-exposed youth?

📄 **Resources**
Links to other resources about trauma-informed policing.



Walkthrough of the Learning Experience



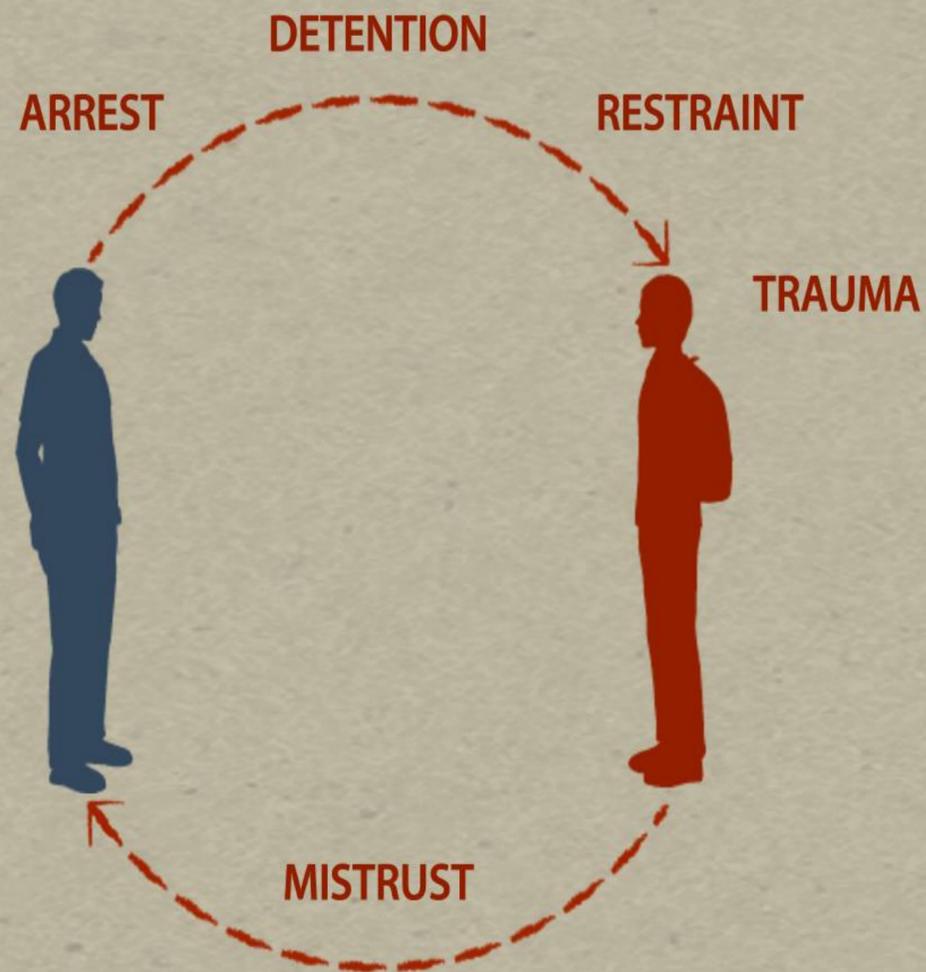
Understanding the Effects of Trauma (6 min)



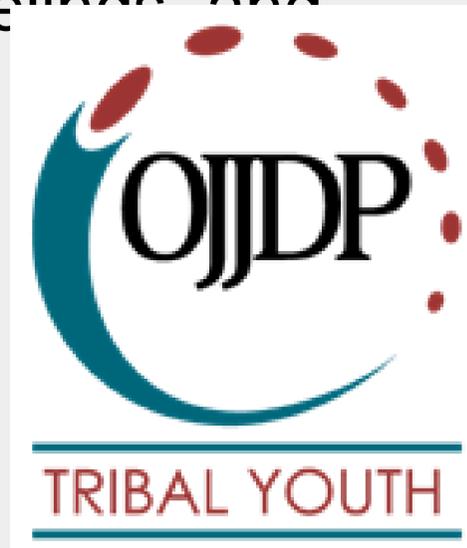
Users meet Sergeant Redbird, their coach and guide throughout the simulation. She explains how knowledge of trauma can improve law enforcement. Widespread traumatic conditions in American Indian and Alaska Native communities change the way people think, act, and cope. Research links trauma to many of the issues we see with youth, and trauma-informed approaches can lower the number of arrests and increase opportunities for services.



Connecting with Youth (5 min)



Sergeant Redbird discusses the role law enforcement can play in stopping the cycle of trauma and delinquency. Officers can choose to build relationships with youth that empower them to make better choices. She presents ways to adjust procedures and behaviors to avoid re-traumatizing youth. She also shares several conversation techniques that can help build trust and encourage cooperation: open-ended questions, reflective listening, identifying feelings, and affirming strengths.



Conversation Challenge: Jacob Bigbear (12 min)



Officer Harjo was patrolling the grounds of a festival when a vendor told him a teen took a shirt without paying for it. Users play the role of Officer Harjo as he talks with a teen matching the vendor's description and attempts to get the merchandise returned. Users practice building a relationship, encouraging teens to open up, and avoiding approaches that could traumatize youth. Throughout the conversation challenge, Sergeant Redbird offers insight about Jacob's behavior and advice for how to respond



Preventing Escalation

(2 min)



Sergeant Redbird discusses what users can do in situations when youth are feeling very upset or threatened. She gives examples of helpful behaviors to consider and unhelpful behaviors to avoid. She also urges users to practice self-care to prevent stress and burnout.



Additional Materials and Resources



Trauma-Informed Policing
with Tribal Youth

Resources

Summary of Content

An overview of Trauma-Informed Policing with Tribal Youth

[Summary \(PDF\) »](#)

The Effects of Adolescent Development on Policing

A guide developed by the Office of Juvenile Justice and Delinquency Prevention containing strategies for interacting with youth and examples of programs from police departments across the US

[Guide \(PDF\) »](#)

Childhood Trauma and Its Effects: Implications for Police

A paper from the National Institute of Justice summarizing the effects of ongoing trauma and the implications for policing

The Adverse Childhood Experience (ACE) Study and American Indian/Alaska Native Children

A webinar discussing the ACE study findings with American Indian and Alaska Native children

[Webinar »](#)

Self-Care Resources for Stress Management

A collection of online resources and strategies for self-care, stress management, and burnout

[Self Care Resources »](#)

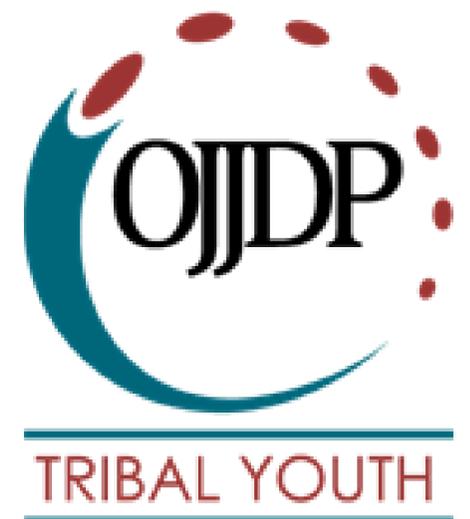
Throughout the simulation, users have access to a printable summary of simulation content. They also have access to a web page that includes a list of specific resources where users can learn more about trauma-informed policing.



Live Demo



Implementation & Outreach
Achieving the New Normal



How to Access

To take the training, go to:

www.kognitocampus.com/login

- Create an account
- Use enrollment key: tribalyth
- Take training - Including pre/post surveys - about 30 minutes
- Review the resources section for more information
- Share information with other law enforcement groups, individuals

Trauma-informed Policing with Tribal Youth

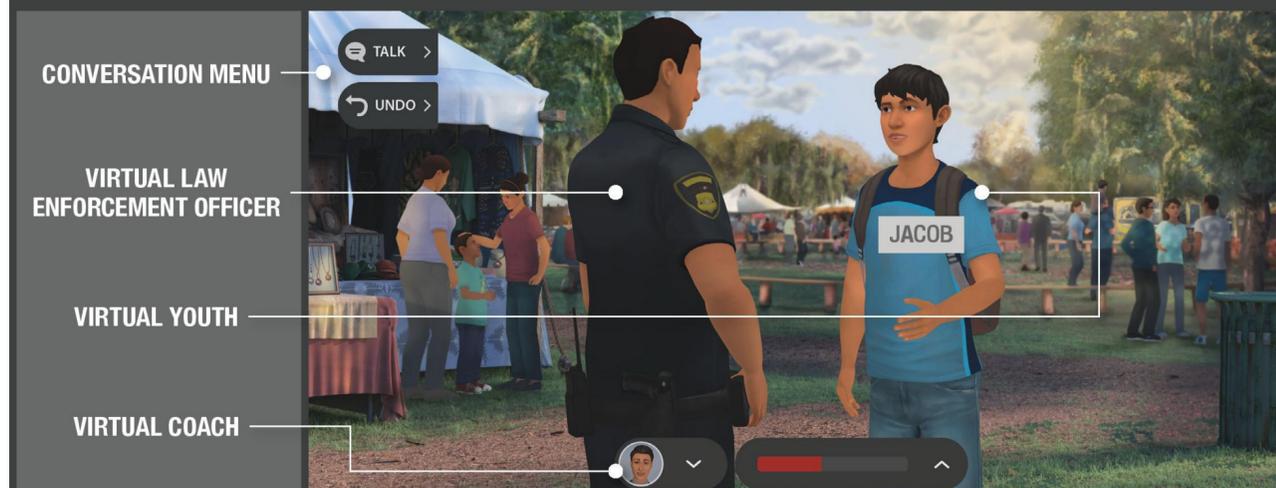
PROFESSIONAL DEVELOPMENT SIMULATION

An interactive role-play simulation for law enforcement professionals that builds knowledge about the effects of historical and intergenerational trauma on tribal youth, and prepares officers to lead more effective real-life interactions with tribal youth.



BUILD REAL-LIFE SKILLS IN A VIRTUAL ENVIRONMENT

Assume the role of a police officer and talk with a virtual tribal youth who has been accused of stealing. Try different approaches to see what works best to uncover the truth.



Learn more at kognito.com

Help Us Spread the Word

- Email your agency colleagues
- Post information to your listservs
- Share on social media
- Talk about simulations at community meetings



Sample Email

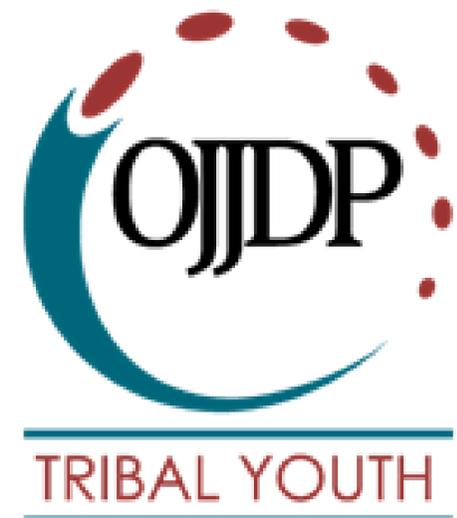
Dear Colleagues:

I just completed a new, free online training simulation called Trauma-Informed Policing with Tribal Youth. It teaches about historical and intergenerational trauma and how that can affect police/youth interactions. It also builds skills for leading more effective interactions with tribal youth because you can actually practice interacting with a virtual tribal youth in the simulation. The training is sponsored by the OJJDP's Tribal Youth Training and Technical Assistance Center and was developed with expertise from Kognito, a pioneer in online role-play simulations.

To take the training, go to: www.kognitocampus.com/login

- Create an account
- Use enrollment key: tribalyth
- Take training - Including pre/post surveys - about 30 minutes
- Review the resources section for more information
- Share information with other law enforcement groups, individuals

It's a quick and easy way to get a continuing education credit from CLEET for Oklahoma LEPs. It's also part of a The a powerful vision: that all Law Enforcement Professionals working in Indian Country will take this training and adopt trauma-informed policing skills and attitudes.



Sample Listserv Posting

Now Available: Free Online Training Simulation for Tribal Law Enforcement

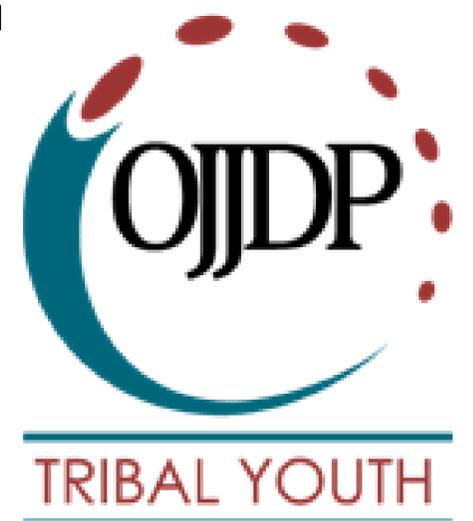
Trauma-informed Policing With Tribal Youth is a new interactive role-play training simulation that quickly teaches about how historical and intergenerational trauma can negatively affect police/youth interactions and helps the user build skills for leading more effective interactions with tribal youth. The simulation is available at no cost to users through the sponsorship of the OJJDP Tribal Youth Training and Technical Assistance Center (TYTTAC). Completion of the simulation awards 1 continuing education credit hour from the State of Oklahoma Center for Law Enforcement Education and Training (CLEET). Additional continuing education credits for law enforcement personnel nationally are expected by April 1, 2017 through IADLST.

Dr. Dee Bigfoot, who leads the OJJDP TTAC, hopes that by providing this tool online and making it freely available in every corner of Indian Country that law enforcement agencies will begin to embrace trauma-informed approach as part of their policing culture.

Users can access it online at:

www.kognitocampus.com/login; use enrollment key tribalyth.

For more information, please contact the OJJDP TY TTAC at: tribalyouthttacenter@ouhsc.edu



Sample Social Media Post

Free [#traumainformed](#) training for [#LawEnforcement](#) in [#IndianCountry](#). Go to kognitocampus.com/login . Use enrollmentkey: tribalyth

Trauma-Informed Policing with Tribal Youth

Take on the role of Officer Redbird. Can you build trust with Jacob, even though he may have stolen a T-shirt from a vendor at the fair?



The first simulation adapted specifically for tribal audiences. Content developed with extensive input from two dozen members of tribal law enforcement agencies, AI/AN youth and ICCTC experts.

Cut and Paste:

Free [#traumainformed](#) training for [#LawEnforcement](#) in [#IndianCountry](#). You can, too. Go to <http://www.kognitocampus.com/login>. Use enrollment key: tribalyth



Flyer for Meetings

Build the skills to support tribal youth.



Simulations Freely Available for OJJDP Tribal Grantees.



Kognito's online role-play simulations prepare individuals to effectively lead real-life conversations that change lives.

TRAUMA-INFORMED POLICING WITH TRIBAL YOUTH*



Law enforcement professionals learn about the effects of historical and intergenerational trauma on tribal youth and how to lead positive police-youth interactions.

SIMULATION COVERS:
Becoming Trauma-Informed, Building Rapport and Modeling Respect, Empowering Positive Decisions

AT-RISK FOR HIGH SCHOOL EDUCATORS



Educators learn about mental health and suicide prevention, how to recognize students showing signs of psychological distress, and master the conversations to motivate them to seek help.

SIMULATION COVERS:
Disruptive Behavior, Anxiety, Cutting, Cyberbullying, Thoughts of Suicide

FRIEND2FRIEND



High school students learn how to recognize when a peer is showing signs of psychological distress and master the conversations to motivate them to seek help.

SIMULATION COVERS:
Effective and ineffective tactics for approaching friends about sensitive topics.

To learn more and to access these simulations, visit <http://go.kognito.com/tytta>. For user technical support, contact support@kognito.com. For questions regarding this training, contact TribalYouthTTACenter@ouhsc.edu or 405.271.8858.

*This course has been certified by IADLEST as part of the National Certification Program™
 *CLEET: This class has been accredited by the Council on Law Enforcement Education and Training for 1 hour of mandatory continuing education credit. Regarding any law enforcement concepts, practices, methods, techniques, products or devices as might be taught, promoted, or otherwise espoused in outside schools or seminars, there is no intent expressed or implied, that 'accreditation' indicates or in any way conveys "CLEET approval" of such concepts, practices, methods, techniques, products, or devices, unless such approval is explicitly stated by CLEET.
 This project was approved by Award no. 2015-MU-MU-K011 awarded to the Indian Country Child Trauma Center, University of Oklahoma Sciences Center, by the Office of Juvenile Justice and Delinquency Prevention, Office of Justice Programs.

AVAILABLE FREE TO ALL U.S. TRIBAL LAW ENFORCEMENT, FEDERALLY-RECOGNIZED TRIBES, AND BIE SCHOOLS

Kognito Conversations that change lives. kognito.com

Build the skills to support tribal youth.



Free online simulation training for tribal law enforcement professionals.



TRAUMA-INFORMED POLICING WITH TRIBAL YOUTH

Law enforcement professionals learn about the effects of historical and intergenerational trauma on tribal youth and how to lead positive police-youth interactions.

SIMULATION COVERS:
Becoming Trauma-Informed, Building Rapport and Modeling Respect, Empowering Positive Decisions



To access this simulation, go to kognitocampus.com. Enrollment key: **tribalyth**
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AVAILABLE FREE TO ALL U.S. TRIBAL LAW ENFORCEMENT AND FEDERALLY-RECOGNIZED TRIBES

Kognito Conversations that change lives. kognito.com



Program Effectiveness



Tribal samples

| Tribe | Number of End Users |
|--|---------------------|
| The Muscogee (Creek) Nation | 20 |
| The Winnebago Tribe of Nebraska | 19 |
| Cherokee Nations | 16 |
| Comanche Nation | 13 |
| Iowa Tribe of Oklahoma | 9 |
| The Cheyenne and Arapaho Tribes, Oklahoma | 7 |
| | |

Research Findings

Overall, how would you rate this simulation?

Law enforcement professionals rated the simulation highly, with 84% rating it very good or excellent; 16% rating it as good;

Would you recommend this simulation to other law enforcement professionals?

99.11% of law enforcement professionals answered **yes**

Would you recommend this simulation to cadets learning to become law enforcement professionals?

98.23% of law enforcement professionals answered **yes**

Post Training Follow-up

On a scale of 1-10 (with 10 being the best), how would you rate this simulation

“I would say a 9, I like the fact that it’s interactive and it forces the person involved in this to actually think and move through a series of questions. I think the same as if you are out on the street interacting with a youth, I like that a lot better than just reading something or answering a multiple type choice of questionnaire. I like the way that you interact with it.

Do you think the simulation will affect the way you respond to stressful situations with American Indian and Alaskan Native youth? Please explain.

“No doubt about it! I think that by going through that process it gets you thinking again, even though you may have some prior education in it. I think there’s one thing about sitting in a classroom setting and listening to a presentation or instruction on that, but when you actually work the process I think it really gets you thinking on how to better utilize that when you’re out there. I think that this is what is needed.”

One Month Follow-Up Survey

Has the simulation affected how you deal with resistant behavior?

“Yes because I was able to work with one kid that was, he wasn’t involved in any crime, but he was involved in just not wanting to listen to teachers and I really sat down and worked with him and just spoke with him for almost an hour. I was able to get him to focus back into his school where the staff was trying to go. By having the training I was able to stop myself and not treat him like an adult but sit down, talk to him for a while and target some of the reasons to get him to respond to me in a positive way.”

Robert E Bryant

Chief of Police
Penobscot Nation
Trauma-Informed Policing with
Tribal Youth



Image by Bangor Daily News

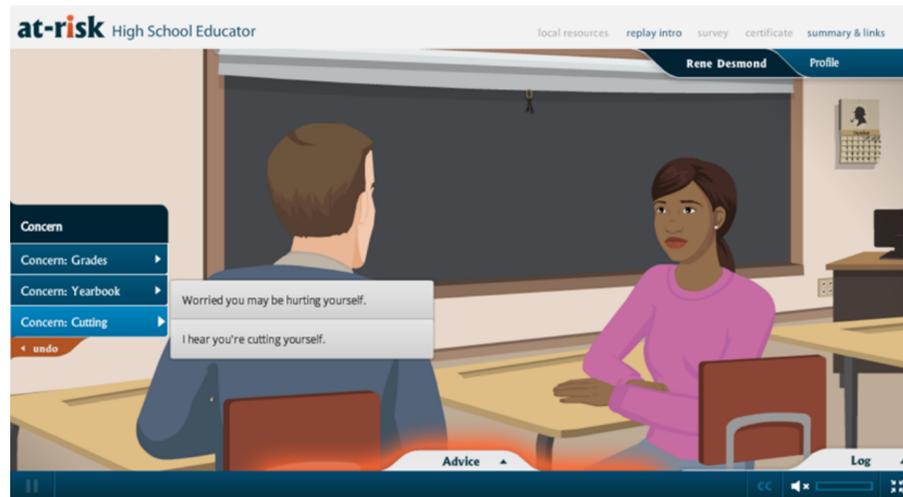
“I like the fact that it’s interactive and it forces the person involved in this to actually think and move through a series of questions. I think the same as if you are out on the street interacting with a youth. I like that a lot better than just reading something or answering a multiple type choice of questionnaire I like the way that you interact with it.”

Rolling Out TIP In Your Department

1. Get department leadership on board (use these slides?) and ask that TIP be mandated in your department or community. The continuing ed credits are free.
2. Consider when is the best time to train – do you have training times or windows?
Select a “train-by” date
3. Announce the training to officers/staff – access instructions are on the flyer
4. Verify: ask officers to hand in (by email or paper copy) their certificate of completion by the due date.
5. Consider discussing their experience with the simulation in a staff meeting.

Additional Simulations Available at no cost in Indian Country

at-risk
for High School Educators



- Professional development for HS Teachers and Staff
- 60-90 minute learning experience
- Mental Health and Suicide Prevention
- Listed National Registry of Evidence-based Programs (NREPP)
- Go to www.kognitocampus.com/login
- Use enrollment key ofateacher

Friend2Friend



- Peer support for high school students
- 30 minute learning experience
- Mental Health and Suicide Prevention
- Classroom activity
- Sample lesson plan available
- Go to: www.kognitocampus.com/peer
- Use enrollment key ofastudent



Wrapping Up

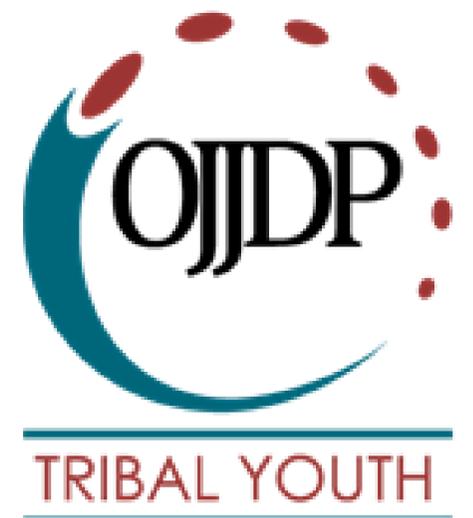


Contact Us!

Anna Rangel Clough| anna-clough@ouhsc.edu

Sutton King| Sutton@kognito.com
tribalyouthttacenter@ouhsc.edu

Support@Kognito.com – for technical support for simulation end-users



Referenced Material:

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3. National Child Traumatic Stress Network (NCTSN) (2004). Defining trauma and child traumatic stress. Retrieved November 8, 2005, from <http://www.nctsnet.org>.
4. BigFoot, D. & Braden, J.. Adapting evidence-based treatments for use with American Indian and Native Alaskan children and youth. 2007 Focal Point, 21(1), 19-22.
5. Bigfoot et al., Trauma Exposure in American Indian Alaska Native Children, Indian Country Child Trauma Center, 2008. See www.icctc.org
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8. Ford et al., Trauma Among Youth in the Juvenile Justice System: Critical Issues and New Directions, National Center for Mental Health and Juvenile Justice, June 2007.

