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
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

(SAMHSA, 2015)
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
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.
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.
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.
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

I'm patrolling the grounds here, and a vendor just told me someone walked off with a shirt from his table without paying for it. He described a male American Indian teen wearing a shirt with a basketball logo. The vendor said he just needs his merchandise back and doesn’t want to press charges. I’ve identified someone who fits the description. I’m going to see if he knows anything, and take the time to make a connection and build a positive relationship with him.
Implementation & Outreach
Achieving the New Normal
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
Help Us Spread the Word

- Email your agency colleagues
- Post information to your listservs
- Share on social media
- Talk about simulations at community meetings
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](http://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 powerful vision: that all Law Enforcement Professionals working in Indian Country will take this training and adopt trauma-informed policing skills and attitudes.
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 part as part of their policing culture.

Users can access it online at: [www.kognitocampus.com/login](http://www.kognitocampus.com/login); use enrollment key tribalyth.

For more information, please contact the OJJDP TY TTAC at: tribalyouhtttacenter@ouhsc.edu
Sample Social Media Post

Free #traumainformed training for #LawEnforcement in #IndianCountry. Go to kognitocampus.com/login. Use enrollment key: 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

AT-RISK FOR HIGH SCHOOL EDUCATORS

FRIENDS/FRIENDS

Last enforcement professionals serve at the intersection of the physical and interpersonal lives of tribal youth and have beak to break point youth interactions. SMURF II (Cross) Becoming Trauma-Informed Building Respect and Mindful Decision Making

The course aims to remove these barriers, visit http://kognitocampus.com/trips. For partnership support, contact support@kognitocampus.com.

For questions regarding this training, contact OJJDP Tribal Training Center: 405.272.8888.

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.

SMURF II (Cross) Becoming Trauma-Informed Building Respect and Mindful Decision Making

To access this simulation, go to kognitocampus.com. Enrollment key: triballyth

For user technical support, contact support@kognitocampus.com.

This course has been certified by OJJDP as part of the National Certification Program.

OJJDP: This course has been approved 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 that might be taught, presented, or otherwise exposed in law enforcement schools or sessions, there is no intent expressed or implied that ‘accreditation’ indicates or in any way connotes OJJDP approval of such concepts, practices, methods, techniques, products, or devices. An OJJDP approval is explicitly stated by OJJDP.

This project was approved by award no. 2015-MU-XX awarded to the Indian County Child Trauma Center, University of Oklahoma Science Center, by the Office of Juvenile Justice and Delinquency Prevention, Office of Justice Programs.

FREE TO ALL U.S. TRIBAL LAW ENFORCEMENT AND FEDERALLY-RECOGNIZED TRIBES.
Program Effectiveness
## Tribal samples

<table>
<thead>
<tr>
<th>Tribe</th>
<th>Number of End Users</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Muscogee (Creek) Nation</td>
<td>20</td>
</tr>
<tr>
<td>The Winnebago Tribe of Nebraska</td>
<td>19</td>
</tr>
<tr>
<td>Cherokee Nations</td>
<td>16</td>
</tr>
<tr>
<td>Comanche Nation</td>
<td>13</td>
</tr>
<tr>
<td>Iowa Tribe of Oklahoma</td>
<td>9</td>
</tr>
<tr>
<td>The Cheyenne and Arapaho Tribes, Oklahoma</td>
<td>7</td>
</tr>
</tbody>
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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.”
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.”
“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

- 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](http://www.kognitocampus.com/login)
- Use enrollment key ofateacher

- 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](http://www.kognitocampus.com/peer)
- Use enrollment key ofastudent
Wrapping Up
Contact Us!

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

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


5. Bigfoot et al., Trauma Exposure in American Indian Alaska Native Children, Indian Country Child Trauma Center, 2008. See www.icctc.org


7. Hockin, Sarah, Understanding Youth Perceptions of Police Legitimacy, Criminal Justice, Georgia State University, 2017 http://scholarworks.gsu.edu/cgi/viewcontent.cgi?article=1023&context=cj_theses