



Back to school – Reflections on Tribal support

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INDIAN + COUNTRY
ECHO
LEADING THE WAY >>>

*Growing the Ability to Deliver Quality Healthcare to
American Indian and Alaska Native People.*

Sweet Memories

Think of a precious part of your elementary school experience....



Themes for Reflection-

- **Historical relationships -- Tribes and educational institutions**
- **Consultation Model**
- **Tribal Promotion, Prevention and Intervention**
- **Institutional repair – Leadership relationship building**



**PRESIDENT GERALD FORD
SIGNING A NEW LAW**



Parents with handicapped children are optimistic about this change.

On Nov. 29, 1975, then President Gerald Ford signed into law the Education for All Handicapped Children Act (Public Law 94-142). With the adoption of this act, Congress opens public school doors for many children with disabilities and sets the foundation of the country's commitment to ensuring that children with disabilities have opportunities to develop their talents, share their gifts, and contribute to their communities.



Parental /Community Advocacy for least restrictive education

Historical relationships -- Tribes and educational institutions

- Traditional Educational Model
- Forced and coerced Boarding Schools
- Tribally administered schools
- Non – Native public schools



Consultation Model

- **Client-centered** case consultation
- **Consultee-centered** case consultation
- **Program-centered administrative** consultation
- **Consultee-centered administrative** consultation



Tribal Promotion, Prevention and Intervention

Promotion –

Gift school supplies including medicine bags, add educational materials and resources for school support

Prevention -

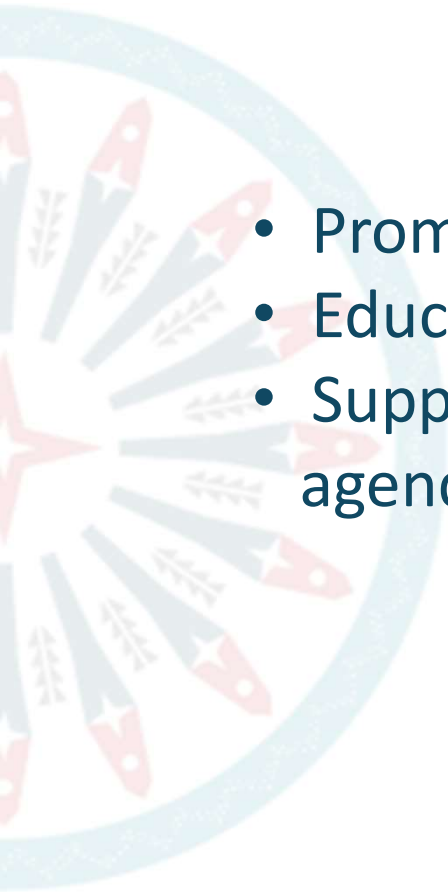
Call all citizen families with school age kiddos, offer parenting groups, support for apps download, reach out to schools and coaches, offer after school programming including tutoring support, schedule parent hotline in therapist schedule

Intervention –

Case Management- School outreach, attend mtgs., create IEP template letter, prep parents, ID collaborators, process parental school trauma/wounds as part of the process– if non-billable services discouraged- advocate for case managers/other inter/intra-departmental support

Relational Repair – Leadership Outreach

- Promoting conversations about engagement
- Educating the system on how to receive Tribal Leadership
- Support facilitation of meet and greet or formal meeting agenda



Keeping in Mind- Stress Response Continuum

