



Traditional Knowledge as Best Practice

Weaving a Resilient Basket of Hope

Families... Community... and Providers
Together

10/11/2022

SLBK 1

Culture creates healing...
tradition grows resilience...

An Example... T.K.- B.P. Juxtaposition
Traditional Knowledge = Best Practice

Cradleboard - Sensory Integration



Hammock- Vestibular Development

- ❖ Encouraging families to build brains and bodies with love...
 - Understanding how love builds brains
 - Naturalistic adaptations for delivery strategies and support



The approach is multigenerational, drawing on the strengths of extended family and community.





- ❖ Families feel equal in service relationships
- ❖ Delivery is not "done to" but "designed with"
- ❖ Participation in their lives is understood as a privilege by providers



Approach

To drive delivery from a philosophical foundation that is cooperative, non-judgmental, and perceptively sensitive to meeting families "where they are," effectively helping to identify their strengths as building blocks for nurturing child and family development.



- ❖ Laying the landscape and creating relationships
 - How do we really engage families and create relationship?
 - How do we understand and integrate the strengths and positive impact of family and community culture?

❖ “Loving Our Children’s Development”

- to expand provider understanding of the essential nature of cultural congruence and its asset and ability to destigmatize screening, assessment, and diagnosis as a positive part of a continuum of collaborative care
- to increase provider understanding of parents as the primary educators of their children and to respect the knowledge they carry
- to provide a positive foundation for relationship... moving forward with families in a way that increases their comfort and confidence

❖ An Indigenous program example



Chaku Manaqi-Lush (Help Me Grow)

Chaku Manaqi-Lush (HMG) project benefits from the collaborative privilege of indigenous childhood programs to support and extend existing opportunities, programs, and services to families of young native children ages 0-7. As a collaborative, CML/HMG seeks to weave a basket... a nest of nurture for indigenous communities by supportively holding the traditional values of early childhood exploration and development by weaving together the strengthening of strands of multigenerational family, and provider skills through sharing relationship and building trust.

When a child is loved and nurtured... a child is happier...
When a child is happier... a child is more confident...
When a child is confident... a child is more generous

... creating the conditions for a positive relationship with the world around them



Chaku Manaqi-Lush



Help Me Grow



Chaku Manaqi-Lush (Help Me Grow)

"When a child is loved and nurtured, a child is happier... when a child is happier, a child is more confident and more generous... creating the conditions for a positive relationship with the world around them."

❖ WHO WE ARE

A multi generational collaborative program supporting families of young Native children ages 0-7.



❖ WHY WE ARE

As a collaborative of provider partnerships we work together to weave a basket... a nest of nurture for our indigenous community... supportively holding our traditional values informing early childhood exploration and development... weaving together the strengthening strands of multi-generational families and providers to build trust and create shared relationships.



❖ WHERE WE ARE

We offer a menu of in-person, hybrid, and virtual support through the existing services of NAYA, Ten'as Sun, Early Head Start, Head Start, MECP, and the FGC Chaku-Hayash Parent Child Support Circle. We work together within those program playgroups and settings as well as providing a Tuesday night Parent Child Provider Circle, a Friday in-person Parent-Child Provider Play Circle at Chaku-Hayash Kapa Q'at Pi T'wax (NAYA playscape), as well as a virtual Parent Infant Toddler Circle.



Chaku Manaqi-Lush (Help Me Grow)

❖ What We Offer:

Site-based/in-person Events

- Parent-Child Provider Play Circle on Fridays (see attached flyer)
 - Exploration, learning, and building multi-generational community supports
 - Parent/Child Provider
 - Individualized small family cohorts for extending and supporting child development through play
- Cooperative Integrated Support with Ten'as Sun playgroups and Chxi San programs



Virtual Events + Phone Visits

- Parent-Child Provider Circle on Tuesdays 5:30-7:30pm (see attached flyer)
- Parent Infant Toddler Circle on Tuesdays (see attached flyer)
- Parent Child Provider Play Circle on Fridays 3:00-6:00pm (see attached flyer)
- Individualized/Virtual Home Visit parenting support
- Growing fun and healthy learning activities with individual families
- Developing parent-child bonding activities (I love you books)
- Sharing and Delivery of children's books, learning materials, and toys



Contact: Suzie Kuerschner ❖ (503) 622-3973 ❖ suziekuerschner@gmail.com

❖ Virtual Infant Support Circles



Chaku-Manqui Lush
Parent Infant Support Circle

- ❖ Gathering & Welcoming
- ❖ Introductions of Gratitude
- ❖ Growing Our Knowledge
Bonding.. Breastfeeding.. Massage.. Soothing & Self Regulation.. (cradleboards.. hammocks.. bolsters.. sheep skins.. baby books)

E - eat
A - activity
S - sleep
Y - you

- ❖ Sharing Our Wisdom
- ❖ Closing The Circle with Our Words

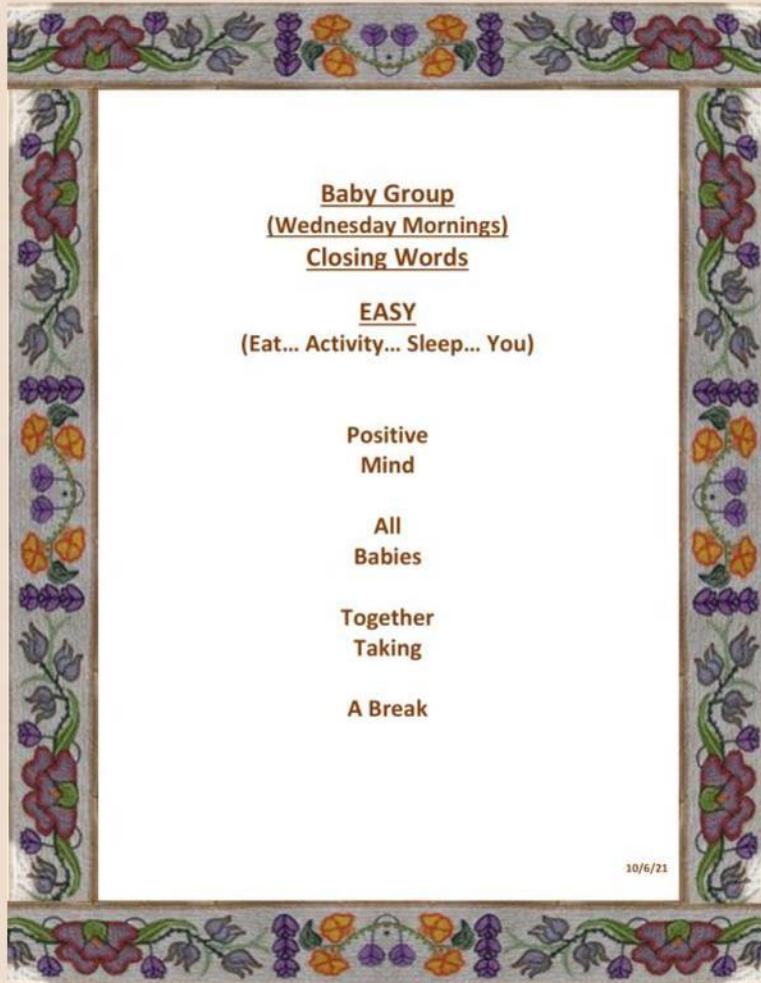


Every Wednesday
10:00-12:00 pm
<https://pdxzoomus/j/8906730326>

Sharing Comments

"Another mom has a child who loves to nap and does so a lot of the day and still sleeps at night! All parents felt that was a dream child. She did mention the baby noticing things spiritually and felt the need to smudge new spaces or spaces where the mom hadn't been before. She feels this was a way to bring culture into cleansing space for baby."

Virtual Infant Support Circles



"One mom has been doing reading, walking, *Cocomelon* the show for activities. Baby doesn't like to sleep and has sleep apnea. He just doesn't like naps. One mom suggested smudging for cleansing, and when the mom said her child's lungs may be bothered we discussed alternative ways to cleanse the space in a safe way for baby like boiling cedar on the stove or using medicinal salves that are safe for babies for calming and bonding."

"Parents were having great ideas around how to take breaks, stepping outside, and asking a neighbor or family member for a short break even 15 mins or an hour. Shared each others' ideas."

❖ Virtual Parent-Child Provider Support Circle

Sharing Comments

Chaku Manqui-Lush
Parent Child Support Circle

(virtual)

- ❖ Gathering & Welcoming
- ❖ Introductions of Gratitude
- ❖ Children Sharing Art, Music, & Storytelling
- ❖ Supporting Others & Growing Compassion
- ❖ Special Focus
(The First Tuesday of Every Month We Will Reflect & Review Group Agreements) (Second through Fourth Tuesdays will offer an activity or presentation)
- ❖ Closing The Circle



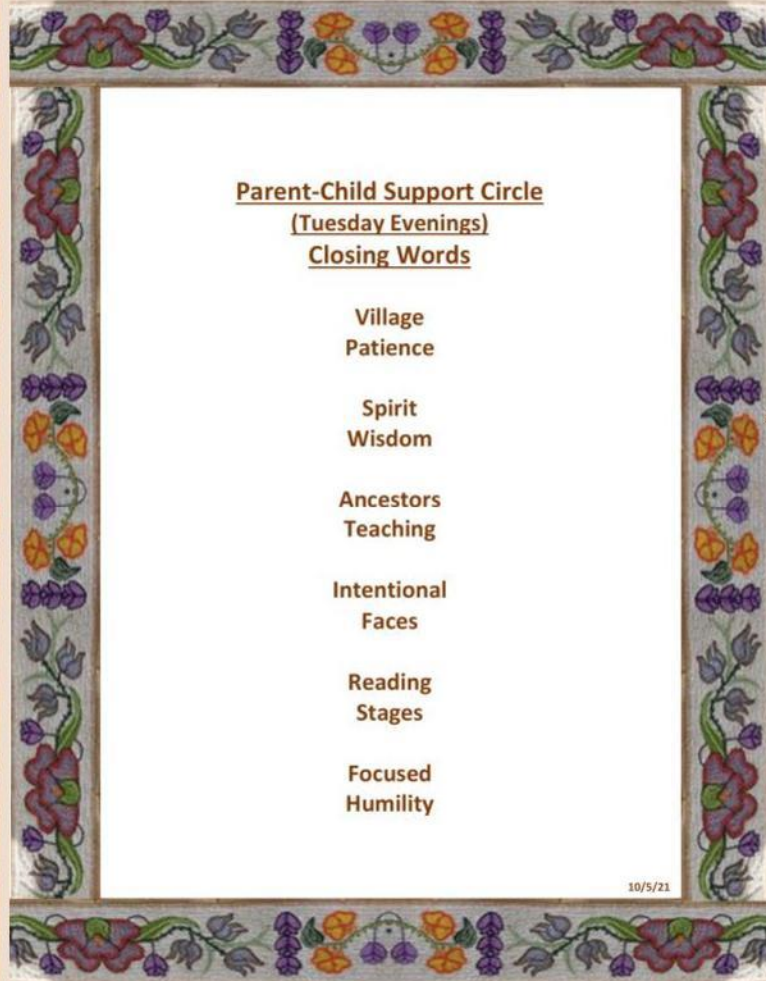
Tuesday Evenings
5:30-7:30 pm

<https://pdx.zoom.us/j/89067303261>

"One parent we haven't seen in a while in Circles returned because she enjoyed them so much last winter. She was excited to report her progress in her continued sobriety, now owning a car, getting auto insurance, and her daughter successfully now attending Native Montessori and being pretty independent, only crying at drop off "for mom's benefit". What a big step for this child who is so attached to her. This mom is proud of herself and we are all rejoicing with her! Last year she had struggled balancing the pandemic, kids at home and school. Now she has pushed her way to graceful success, and she is ready to share with everyone. Smiles abounded all around. She is busy and just popped in to say hi to everyone for the first half of group."

"One baby came on screen with mom in the cutest hat. Everyone had that community "AWW" moment that is known in BIPOC communities. She describes her baby loving to sing and dance, sharing their bond over music. She is somewhat concerned about the amount of screen time they have, and we talked some about harmful content vs. less harmful content between all parents."

Virtual Parent-Child Provider Support Circle



"One mom joined us while she made dinner for her and her 9-month-old baby. Mom talked about the difficulties of being sober and alone as a parent and needing to make new friends. She wants to teach her daughter traditional stories, but expressed hesitation of knowing the stories. Others and our team encouraged her she is spot on in her intuition and create her own stories to share with her daughter. This was both spiritual and language development connection."

"We had some discussion about various Black, Latinx and Indigenous books that families would like to access and that we want to include in our next toolkits."

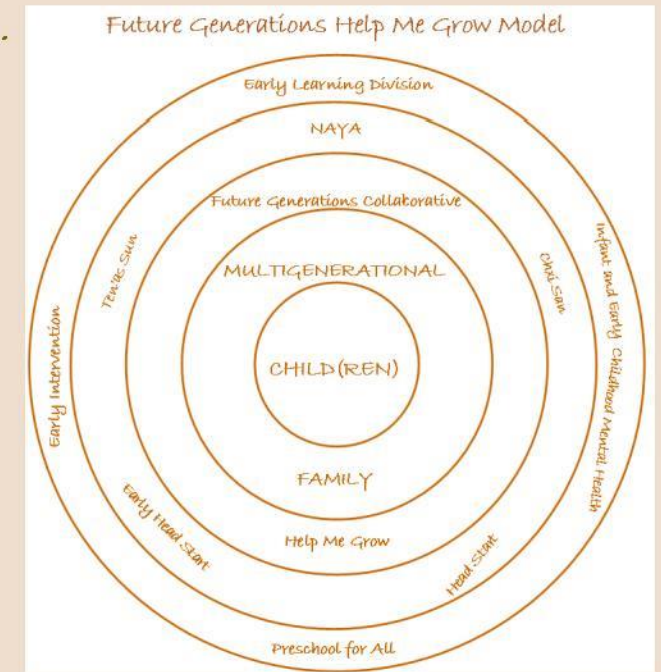
"Families popcorned ideas for future Circles: making aprons, having a baking night cooking dinner together over zoom!"

"One dad came into group feeling down about progress with the DHS system. Folks reminded him of all he has done so far to support his child and that he is doing a good job. A mom suggested making offerings to ancestors when we struggle for extra guidance, with trust that they will come to assist us. The spiritual feels took over and others came forward with additional ideas to both grieve and hold space for hope."


Service Integration, Collaboration, and Cross-System Referral

Chaku Manqi-Lush exists within the context of service to other systems and programs as described within the HMG graphic and is embedded primarily through the delivery systems of NAYA's Ten'as Sun Early Childhood programming, Early Head Start, and Head Start, as well as DHS/Indian Child Welfare Act and the Department of Community Justice.

One uniquely positive element of the Chaku Manqi-Lush model occurs as a result of the Parent Child Support Circles on Fridays in which multiple service providers... project managers, ECE teachers... and Family Support Specialists... parents and grandparents combine with the Help Me Grow Team in natural sharing and discussion around child development and appropriate cross referral.




❖ Resources and Referrals



Chaku Manqi-Lush
Help Me Grow Referrals and Resources

(Future Generations Collaborative/NAYA ECE/PPS Early Head Start/ PPS Head Start/ MECP)

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A central goal of the Chaku Manqi-Lush project has been to create a collaborative convening place and space for parents, providers, programs, and systems to come together in mutual respect and reciprocity, creating understanding and trust that flowed effectively and comfortably within the Chaku-Hayash Khapa Q'at Pi T'wax playscape.

This trust has continued to grow within the context of the virtual Circles and within the context of the individual supportive family cohorts.

❖ Referrals

Chaku-Manqi Lush
Collaborative Referral and Release of Information

Family Name: _____

Parents: _____

Caregivers: _____

Grandparents: _____

System supports (if relevant any case coordinators you would like involved):

Children's name(s) and Age(s)

1) _____ 2) _____

3) _____ 4) _____

Contact information:

• Phone: _____

• Email: _____

• Mailing/Delivery Address: _____

What types of resources or information are you interested in?

• A place to feel safe and enjoy playing with my children)	Yes	No
• Help accessing children's books, toys, and learning materials	Yes	No
• Parenting and child development support	Yes	No
• Childcare	Yes	No
• Housing	Yes	No
• Transportation	Yes	No
• Other community resources	Yes	No

These ROIs are used in concert to supplement existing program intake referrals and are used across systems of support.

Family Goals/Requests

Parent/caregiver consent for resourcing referral and photography to be shared with

Future Generations Collaborative (FGC)	Yes	No
Help Me Grow (HMG) Team	Yes	No
NAYA Terias Sun Team	Yes	No
PPS Early Head Start Team	Yes	No
PPS Head Start Team	Yes	No
Multnomah Early Childhood Program (MECP/ Early intervention) Team	Yes	No

Would you like to participate in our Parent-Child support circle in person or virtually, or both?

In-Person Virtual
Both

Participant Signature: _____ Date: _____



Responsive Resources



"I never liked to ask for help and I never like people telling me that my children need help, so, at first, I wasn't sure that I would feel comfortable with providers coming to these Circles, but I can't really tell who's who... in a good way... I feel like we're all the same, just playing and having fun together." - Parent

"Sometimes t's so hard to connect with each other as providers across systems, and when we do, we don't always feel like we can give good background and understanding to those referrals. Here, I feel like we can talk with each other and with the parents all together, creating this understanding and getting all the necessary releases... accomplishing so much more quickly and easily... and even more effectively a holistic, collaborative circle of care." - Provider

Community Connections

A young mother connects to the Early native Headstart coordinator as she has interest in enrolling her child in fall. As it so happens, another parent who had had a child attend that native head start is within ear shot and the three are able to discuss native early childhood options for her daughter. The Mother was able to gather resources enough to know the next steps to apply at the school of her choosing. Additionally three parents present were able to realize their children would have shared a classroom had it not been covid this past year.



Specific Services

❖ Individual Delivery for Child and Small Family Cohort Components



- Parenting reinforcement for attachment and bonding.
Mapping positive behavioral strategies and nurturing child development skills within the Chaku-Hayash playscape and through "cheerleading communication" of frequent and short duration reflecting a spectrum of contact from multiple to single times per week per family
- Collaborative partnership with DHS for custodial support and reunification
 - Participatory integration for collaborative circles of care weekly supervised visitations, within the natural settings of Chaku-Hayash and/or other identified appropriate outdoor parks and recreation settings.
- Collaborative site-based an/or virtual integration with identified Play Therapies and therapists.

Specific Services

❖ Collaboration with Early Intervention and Early Childhood Special Education

- Nonstigmatic referral to early intervention through inclusion of specialists within parenting support circles and family small cohorts
- Chaku Manaqi-Lush/Help Me Grow was invited to participate within research coordination for Education Northwest to conduct research on the barriers of EI/ECSE by a legislative mandate for the January policy session

❖ Help Me Grow Team Staff Continuing Education

- The three Help Me Grow Staff members engaged in continuing education during the summer phase. All three staff members received a scholarship to participate in a Portland State University early education for Indigenous children class with all three completing and receiving credits.
- The Natural Helper is currently engaged in continuing education in Early Childhood Education coursework at Mt. Hood Community College
- The Evaluation team member has received a scholarship for graduate coursework in Infant Toddler and Mental health Special Education programming.

Chaku Manaqi-Lush

Indigenized Evaluation

It has been said that evaluation is ceremony. The ceremony tells a story... a narrative of process reflecting what has occurred to inform future outcomes.

Observation is an indigenous principle. Our observations have informed our visions and our actions for millennia... and so, for that reason... as Native people, we are well-positioned to engage in evaluation.

The Future Generations Collaborative centers its vision and its services around traditional values with the mission to grow and nurture healthy children and families... to create healthy future generations. These values serve to generate an indigenous framework that aligns well with the principles of the Help Me Grow project.

Qualitative Data

"Practice-Based Evidence... rather than Evidence-Based Practice"

- Terry Cross

The evaluative component of Chaku Manqi-Lush (Help Me Grow) seeks to share the story of its evolution, carrying the anecdotal, embracing both qualitative narrative and quantitative data in a way that captures critical elements considered essential to healthy indigenous child and family development as they have been understood, valued, and held through the generations.

These critical elements of child development can be similarly identified and understood in relationship to the seven developmental domains of early childhood... serving as foundational elements shared with parents in a strength-based approach that creates non-stigmatic approach and access to child development discussions and potential resource and referral... using assessment tools such as the Ages and Stages Questionnaire to empower parents, caregivers, grandparents, and the multigenerational extended family encircling the child.



❖ Chaku Manaqi-Lush Team-Identified Thematic Elements

- "Majority of all families have noted appreciating Chaku Manaqi-Lush Support Circles for providing a safe, compassionate space for processing grief and trauma"
- "Majority of all families expressed desire for social and emotional development support"
- "A number of families are in the early stages of their sobriety and are seeking healthy community relationships through Chaku Manaqi-Lush"
- "Majority of families are navigating constant transitions and have experienced a severe lack/loss of resources during the COVID pandemic"
- "All families express the need for community and for a feeling of being wrapped around with positive support"
- "Many families express increased comfort in sharing spiritual and cultural knowledge in their process of building trust"
- "Many families express appreciation for the comfort and security of a consistent, continual group community"

❖ On-site Parent Child Provider Support Circles (including Chxi San play groups)

Chaku-Hayash Khapa Q'at Pi T'waX Parent Child Support Circle

Gathering & Welcoming

Introductions of Gratitude

Children Sharing Art, Music, & Storytelling

Creating art, reading books, playing together
with sand and gravel, climbing and swinging with our bodies

Sharing Traditional Foods

Gathering Together for Music, Dance, Storytelling

Sharing Our Parenting Wisdom

(While our children are playing)

Closing The Circle with Our Words



Every Friday
11:00-1:30 pm

Chaku-Hayash/NAYA Playscape



Family-Child Engagement (bonding and attachment)

... creates the foundation forming
the substance of self-identity
... creating trust
... forming relationships



❖ Parenting Attachment and Bonding



"When I'm in this space, I feel safe and free to be happy with my child."

Multigenerational Context (Cultural Values)

Traditional knowledge informs the present and gifts the future. Indigenous observation and evaluation understands that Traditional Knowledge (TK) = Best Practice (BP)

Chaku Manqi-Lush... as a team... and as a project process understands and believes that the core traditional values of "sharing"... "caring"... "respecting"... live simultaneously at the center of Indigenous values while residing within the developmental domains that seek to support growth and development, reflected in physical (gross and fine motor)... communication... cognition... and social emotional... and adaptive skills.



Opening the circle

A circle of verbal gratitude, smudge, drums and song begin parent support circle in a good way. Children listen to our elder storyteller helping to develop language skills.



Time with elders: A Cultural value

Three 5-7 year olds wait patiently for story time with our elder to begin, while sitting on traditional sheepskins.



In Gratitude...

We are grateful to the children and families who bring their abundant spirits and joy to the Chaku-Hayash Khapa Q'at Pi T'wax Playscape and all Chaku Manaqi-Lush site-based and virtual activities. It is their beauty... their inspiration... that captures our hearts and inspires and informs our design of delivery.

Our program administrators, directors, and staff of both outside systems and internal collaborative team partners have generously and collectively nurtured the whole of Chaku Manaqi-Lush.

Collaborative creation, design and delivery of Chaku Manaqi-Lush (HMG/FGC) has been an exciting privilege and pleasure offering a reciprocity of strength-based gifts and talents, carried and received among community, Elders, parents, caregivers, children, and providers.

Masi



S.P.I.R.I.T.S.

Strength-based Prevention, Intervention & Resilience Informing Teaching Strategies



Suzie Kuerschner:

Child Dev. Spec.; Early Child. Ed. Consult. & Program Dev.;

Early Int. & Spec. Ed. Consult. & Program Dev.;

FASD Consult. & Educator

Phone: 503-622-3973

E-mail: suziekuerschner@gmail.com