

Resource List

Residential Schools & Intergenerational Trauma

1. Reclaiming Connections: Understanding Residential School trauma Among Aboriginal People: A Resource Manual

Deborah Chansonneuve for the Aboriginal Healing Foundation

This resource manual is introduced as a learning and reference tool for groups and organizations providing services to Aboriginal people. The manual focuses on trauma recovery for survivors of residential school abuse, as well as for their descendants who suffer intergenerational trauma. The author, Deborah Chansonneuve, says that it has a dual purpose of providing a culture-based approach to trauma recovery in the context of residential school abuse for frontline workers and is an educational tool to raise awareness of Aboriginal culture and history in Canada. Section 1 of this manual includes the pre-contact histories of Inuit and First Nations peoples, as well as a post-contact history that highlights the emergence of the Metis and sheds light on Aboriginal people today. This section is imperative to understanding the four following sections on residential schools, trauma, healing, and the impacts of trauma on workers.

2. Truth & Indignation: Canada's Truth and Reconciliation Commission on Indian Residential Schools (Book)

Ronald Niezen

Using interviews with survivors, priests, and nuns, through testimonies, texts, and visual materials produced by the Truth and Reconciliation Commission (TRC), Ronald Niezen provides a critical assessment of Canada's TRC that raises important questions, such as: "What makes Canada's TRC different from others around the world? What kinds of narratives are merging and what does that mean for reconciliation, transitional justice, and conceptions of traumatic memory? What happens to the ultimate goal of reconciliation when a large part of the testimony – that of nuns, priests, and governments officials – is largely missing from the TRC's proceedings?"

3. Honouring the We'koqma'q Residential School Survivors – Past and Present – A Curriculum Guide (Curriculum Guide and Workshop Guide)

We'koqma'q First Nation

Both the curriculum and workshop guide "document the lives and experiences of eighteen men and women from We'koqma'q First Nation who attended the Indian Residential School in Shubenacadie, Nova Scotia... Their stories focus on what life was like for [them] as children before [they] went to the Shubenacadie School, and after they returned home, up to the present." This curriculum guide is intended as a resource document for teachers in the community to use when teaching students in Grades 10-12 about Indian Residential Schools, but is very relevant and powerful for other First Nations communities, non-Aboriginal Canadians, and external service providers in understanding the impact of Residential schools on First Nations communities.

4. Residential School Resources

Aboriginal Healing Foundation

- I. A Condensed Timeline of Residential-School Related Events
- II. The Healing Has Begun

Can be found on the Aboriginal Healing Foundation's Website: <http://www.afn.ca>

5. Truth and Reconciliation

Truth and Reconciliation Commission

- I. Truth and Reconciliation Commission of Canada: Interim Report (2012)
- II. Canada, Aboriginal Peoples, and Residential Schools: They Came for the Children

Holistic and Culturally Safe Trauma-Informed Service Delivery

1. The Healer/Helper (Handout)

Aboriginal Healing Foundation

From the Aboriginal Healing Foundation, this handout defines what a ‘healer/helper’ is and provides various characteristics of a good healer/helper as well as how a good healer/helper can “safely and effectively facilitate or lead the healing process for individuals or groups...” This handout is most useful for Aboriginal people (or non-Aboriginal people) who are or wish to become a healer in their communities. This handout also provides a rationale for survivors to become healers/helpers themselves.

2. Trauma-Informed or Trauma-Defined: Principles and Implementation of Trauma-Informed Services for Women (Article)

Elliot, Bjelajac, Fallot, Markoff, and Reed

An excellent resource for service providers that work closely with women who have experienced interpersonal violence and victimization, but relevant and meaningful for all individuals regardless of their gender, sexual orientation, religion, economic class, race/ethnicity, age, or other characteristics that interact to create more or less stigma associated with violence and trauma. As explained in the abstract, this article connects practice or service delivery with philosophy through trauma theory, empowerment, and relational theory. The authors identify ten principles of trauma-informed services that define trauma-informed service, explain its needs, and provide characteristics of trauma-informed service in eight different human service areas. Please refer to these eight areas to see how they relate to your work and your organization.

3. Fact Sheet: Cultural Safety

National Aboriginal Health Organization (NAHO) [New Zealand]

This fact sheet on cultural safety presented by the National Aboriginal Health Organization (NAHO) provides a concise background on the theory and practice of cultural safety that is helpful in first learning about cultural safety or reviewing its key concepts.

The fact sheet can be found here: <http://www.naho.ca/documents/naho/english/Culturalsafetyfactsheet.pdf>

4. Cultural Safety: Exploring the Applicability of the Concept of Cultural Safety to Aboriginal Health and Community Wellness (Research Paper)

Simon Brascoupé and Catherine Waters for the National Aboriginal Health Organization (NAHO)

As foreshadowed in the abstract, this research paper examines the “concept of cultural safety and its implications for policies and programs designed to improve the health of Aboriginal peoples and the wellness of Aboriginal communities. The authors show how the concept of cultural safety can be a tool to deliver health care services to individuals to a new and wider role of impacting the way policies and services are developed at an institutional level in health, education, justice, and government. Four case studies highlight how cultural safety has helped at risk communities to engage in healing and sustainable change. This paper also clarifies the

difference between cultural competence or trans-cultural training and practice and cultural safety as well as how to move cultural safety as a concept to an outcome.

5. Disrupted Attachments: A Social Context Complex trauma Framework and the Lives of Aboriginal Peoples in Canada (Research Paper)

Lori Haskell and Melanie Randall for the National Aboriginal Health Organization (NAHO)

The authors describe “disrupted attachments” as “multiple levels on which the historic and contemporary assaults on Aboriginal Peoples in Canada have resonated, explaining that it is “policies of colonialism expressly aimed to sever the attachment of Canada’s First nations to their lands, customs, cultures, modes of self-governance, language and ways of life” but also the “traumatic impacts of these disrupted attachments have reverberated through both the communities and through the individual lives of Aboriginal peoples in this country historically and today.” Through this research paper, the authors explain a social context complex trauma framework to provide development on the pervasive and developmental impacts of trauma. They draw on trauma theory, attachment theory, and from the insights of the literature on historical trauma, and on health and well being of Aboriginal peoples to advance a development perspective situated within a political analysis of social contexts of injustice and inequity. They also shed light to the needs of a strengths-based trauma model and approach to recognize the resiliencies of Aboriginal peoples.

6. Cultural Safety – What Does it Mean for Our Work Practice? (Article)

Robyn Williams

This short article provides reasoning as to how culturally safe service delivery can enhance personal empowerment and promote more effective and meaningful pathways to self-determination for Indigenous peoples. Robyn Williams (1999) explains that we must “move on from the “short-term cost effective, quick fix approach to Indigenous issues, driven by economic imperative, the clamoring industry and conservative, hegemonic practices.” He suggests critical reflection on experiential knowledge and defining or framing cultural safety is essential.

7. Developing Trauma Training for an Indigenous Community: Hopefully Not Seagulls (Article)

Gail Green

In this paper, Gail Green examines the impact of personal, intergenerational, and communal trauma in Indigenous communities, highlighting the work of Stevan Hobfoll; Hobfoll focuses on community-based aspects of trauma recovery. Green provides issues to consider when non-Indigenous social workers and professionals provide training on treating trauma. She also outlines the development of the programs, its delivery, follow-up, and evaluation.

8. A Holistic Approach to Reconciliation: Insights from Research of the Aboriginal Healing Foundation

Marlene Brant Castellano

In her article, Marlene Brant Castellano draws on the Aboriginal Healing Foundation’s accumulated knowledge of the healing journey to present a holistic approach to reconciliation involving body, mind, feelings, and spirit. She proposes that the process of restoring balance at the societal level—acknowledgement, redress, healing, and reconciliation—follows a path similar to that of individual and community healing. She explores transformative links between stages, suggesting that “forgiveness is the key to making the transition from healing, which has elements of need and striving, to reconciliation that affirms trust that former antagonists can enter into relationship.”

The paper can be found here: http://speakingmytruth.ca/downloads/AHFvol1/23_Castellano.pdf

Other Useful Resources

1. Ending Denial: Understanding Aboriginal Issues (Book)

Wayne Warry

Wayne Warry's book examines "conservative arguments and mainstream views that promote assimilation and integration as the solution to Aboriginal marginalization. He argues that we must acknowledge our denial of colonialism in order to reach a deeper understanding of contemporary Aboriginal culture and identity, both on and off reserve. Only then, can Aboriginal people's rights and the paths of self-determination be fully recognized. In short-related essays, Warry counters arguments found in mainstream academic and popular writing and critiques conservative attitudes from a perspective informed by social science research. From this viewpoint, he examines colonialism and history, land claims and resource rights, culture and contemporary identity, urban Aboriginal communities, and the nature of self-government and Aboriginal citizenship."

2. Journey from the Shadows (Film)

Atlantic Policy Congress of First Nations Chiefs Secretariat

"The profound experience of Indian Residential School (IRS) cast a heart wrenching shadow on those who attended the school along with their families, First Nations Communities, and Canada. IRS survivors and descendants share their experiences coping with the tragic legacy of IRS and bring to light their healing journey. Frontline workers and other supports reveal how they work with IRS survivors and descendants to cope with the effects of IRS. It also tells how they support the former IRS students while engaged in the IRS Settlement Agreement, the largest class action settlement in Canadian history."

The film can be found here: <https://youtu.be/88BXAh8XGDs>