**A Place to Live, A Place to Heal**

By Ane Berrett

**Teaching Notes**

**Learning Objectives:**

* Identify the principles and provisions of the Indian Child Welfare Act and apply it to this case (this will require researching the provisions of the Indian Welfare Child Act as part of this case study.)
* Identify the purpose and principles underlying the systems of care approach
* Create a comprehensive treatment plan, applying systems of care and wrap around coordinated services to this case
* Research other tribal placement plans and design an effective tribal placement that might support this case.

**Audience**: This case is designed to be used in human service programs and with social services providers.

**Related Cases:**  There are two other cases that can be accessed or cross-referenced with this case: *Systems of Care* by Amanda Cross-Hemmer and *Customary Adoption* by Terry Cross, Kathleen Fox and Sarah Kastelic. These are also found in the Native Cases Enduring Legacies website at http://nativecases.evergreen.edu.

**Implementation**

This can be taught in a variety of ways. The suggestion below is to teach it as an interrupted case reading Part 1 and then working with those questions and then moving on to read Part 2 and work with those questions.

**Part 1 Initial Meeting**

Read Part I of this case and read and research the Indian Child Welfare Act and Child Welfare Systems of Care Practice Principles. (See References List)

In small groups, discuss the following questions:

1. What are the key provisions of the Indian Child Welfare Act?
2. What are the key provisions of the Systems of care approach?
3. Who needs to be on the “Systems of Care” team? Who needs to be involved from the family and tribal nation? Create a team and assign roles.

2. In your newly formed team, discuss what information you need to create a comprehensive treatment plan including discharge planning in this residential treatment setting.

3. Discuss what treatment options, support services and resources the Systems of Care team might provide to keep Eva in her Grandmother’s home.

**Part 2**

Read Part 2- Discharge Support Services for Rosie and Eva.

Discuss the application of the Indian Child Welfare Act as it applies to this case. Continuing with the mock treatment team, convene a mock case consult meeting. Discuss placement and support services.

1. Within the perimeters of the Indian Child Welfare Act, how can non-Native homes be accessed for placement? Would this be a good option in this case? In your treatment team, discuss the pros and cons of this option.

2. Discuss the implication of Rosie’s statement. “I can't live on the Reservation. When I go there, I get back in all my old habits with all my old friends.” What could be done to intervene and help her remain in her home environment without these triggers?

3. What needs to be considered in relation to treatment and placement as it applies to recovery from trauma for both Eva and Rosie? What about the rest of the family?

4. Rosie continued to return to her grandmother’s home. What are the benefits of continuing this relationship and the cultural values that go with it ? What seems to happen when it is removed?

**Assessment:**  
To assess student learning through this case the instructor might have students write research papers, position papers, do PowerPoint presentations, or write short in class responses to several set questions about the case.  Contributions to the group discussion can also be assessed through evaluation forms.

**Additional Resources:**

Byler, W. (1977). Removing children: The destruction of American Indian families. *Civil Rights Digest*, 9:4, 10-27.

Herman, J. L. (1992). *Trauma and recovery.* New York: Basic Books

Jones, B.J.; Tilden, M and Gaines-Stoner, K (1995). *The Indian Child Welfare Act Handbook: A Legal Guide to the Custody and Adoption of Native American Children ( 2nd ed)*. Chicago: American Bar Association.

Native American Rights Fund (2007). [*A Practical Guide to the Indian Child Welfare Act*](http://www.narf.org/icwa/index.htm). Boulder, CO: Native American Rights Fund. Retrieved April 14, 2010 from: <http://www.narf.org/icwa/index.htm>.

National Indian Child Welfare Association. [www.nica.org/Indian-Child-Welfare-Act/](http://www.nica.org/Indian-Child-Welfare-Act/)

Stroul, B. A., & Friedman, R. M. (1986). *A system of care for severely emotionally disturbed children and youth.* Washington, D C: Georgetown University Child Development Center, Child and Adolescent Service System Program Technical Assistance Center.