

**BUILDING BLOCKS OF A NEW AGENCY:
OUR COMMUNITIES, OUR FAMILIES,
OUR CHILDREN, AND OURSELVES**

**A WORKSHOP REPORT SUBMITTED TO
UNITED CHIEFS AND COUNCILS MANITOULIN
CHILD AND FAMILY SERVICES**

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INTRODUCTION

This is a report of an organizational training workshop, held on June 5-7, 1990 at Hideaway Lodge, Kagawong, Ont. The participants were the Prevention Workers from Manitoulin Island First Nations, and the Executive Director of the new child and family services initiative.

The theme of the workshop was " Building Blocks of Our New Agency: Our Communities, Our Families, Our Children, and Ourselves". This theme reflected the broad purpose of the workshop, which was to continue the transition from the Native Prevention Program to a Native-controlled service agency. To accomplish this the workshop was organized to provide staff development and to stimulate information for organizational growth.

The training goals were as follows:

- 1.Participants to become aware of themselves in the growth of their communities and their agency
- 2.Participants to identify and learn new helping roles for promoting community well-being
- 3.Participants to become aware of themselves as helpers in their own communities

To further the agency's development, participants were asked to identify their communities' strengths and dreams for the future. Participants were also asked to share their own personal ideas for the well-being of their communities, and how they, as helpers, can participate in creating a better quality of life for families and children.

Ideas from this workshop will potentially contribute to the growth of a new agency by: elaborating the agency's mission, identifying appropriate prevention services and helping roles, building relationships between staff, identifying training needs and support for workers, and by continuing the process of shaping an agency structure.

The workshop facilitator, Frank Maidman, used a variety of adult

education methods, including short lectures, learning logs, small and large group discussions. Information from all discussions was systematically recorded on flip-chart paper, and has been included in Appendix "B".

This report is organized to help facilitate the next steps of agency development. It summarizes the main ideas from the session in broad service organizational categories, namely: mission statement, service development (philosophy, services, service principles), and organizational development.

ELABORATION OF THE MISSION STATEMENT

Prior to this workshop, an agency mission statement was developed through a broad consultation process between the Executive Director, the Steering Committee, individual Prevention Workers and other First Nation representatives. The mission statement is as follows:

" The Agency believes that children are sacred and therefore should be respected as unique individuals, allowed to develop and grow to their fullest potential within the strengths of our First Nation families.

Services will, therefore, reflect the needs of the communities and the individuals which the agency serves, recognizing and respecting the dignity of each person and their family.

Further: this agency will strive to enhance and maintain care of our children, families and communities.

We believe that the services we provide will blend the traditions and natural caring practices of our communities"

The value of a mission statement is that it gives a broad philosophical direction to an organization, in terms of what it wants to accomplish and how it plans to proceed. However, it does not provide service details and organizational arrangements.

One of the assumptions guiding workshop planning was that agency development would be enhanced if service providers were involved in a process of discussing ideas in this mission statement. As one participant said, "the words in mission statements are not enough; they need to be translated into action." Out of such discussion would come greater details for building service specifics and organizational support.

To begin a process of elaborating on the mission statement, participants were asked to identify the positive ideals from their communities concerning family life and opportunities for children. In other words, what do people want out of life for their families and children?

This was conceived as a first step towards identifying "community need", a principle stated in the mission statement.

What are the community ideals for a valued quality of life?

Participants identified the kinds of opportunities that children should have and some family conditions for bring these about. For example, an ideal parent-child relationship is one of mutual respect, one in which parents have the will and abilities to listen to, and believe in, their children's ideas and perceptions.

The valued opportunities for children are much enhanced by a good family life. Ideal families would experience physical, emotional, spiritual and social wellness. Family relationships should be stable, based on unconditional love. The important ideal of family unity is based on mutual respect, understanding and trust; time together, emotional closeness, good communication, shared traditions, coordinated activities, and strong extended family ties.

The community at large supports the functions of families and children's growth. Ideally, communities can do this if they are strong, healthy and unified. Such strength is sustained by open communication, a balanced life, common positive attitudes, and harmony with the environment and between people. Ideally, those entrusted with care-giving and service should work together in a respectful, harmonious relationship.

Workshop participants characterized the most positive ideals as:

- . family unity. acceptance of self and others
- . unconditional love. respect of self and others

. team work. harmony between people, and between people and mother earth

For more details on workshop participants' ideas on community ideals and values, see Appendix "B".

What inhibits the achievement of community ideals and a valued quality of life?

To understand community needs, it is important to clarify the blocks or impediments to a life of quality. The workshop participants have worked and/or lived in their respective communities for years, and presumably have a solid understanding of important issues and problems.

Identifying assumptions about what prevents a life of quality is an important step for specifying service responses. Also, by naming problems and issues, participants provide further clarification concerning what is needed for a life of quality.

Because it was identified as an important community ideal, the discussion concentrated on the impediments to "family unity". The participants identified a wide range of historical, cultural, socio-economic, psychological and behavioral forces.

.Historical factors, such as previous child welfare policies and decisions, were linked to broken homes, pain and alcohol abuse. Residential schooling weakened traditional culture and robbed children of role models for parenting skills.

.Outside influences, such as the dominant value system, education and

technology undermined Native culture.

- .Social and economic conditions, such as poverty, created low self-esteem.
- .Government policies (eg. Bill 31) and programs (eg. Child Welfare System) have introduced stress into family life.
- .Psychological factors, such as low self-esteem, unresolved grief and anger, and problem denial were also identified as important factors.
- .Finally, specific problem behaviors, including family violence and abuse, alcohol abuse, and other addictions or substance abuse either result from, or weaken, family unity.

These, and undoubtedly others, represent a tentative understanding of historical and here-and-now factors which have weakened family life in Manitoulin First Nations.

What are the needs?

Standing back from these many details of a desired quality of life and the forces preventing this, several community and family needs emerge:

- .the need for cultural revitalization
- .the need for the restoration of family unity, so that children can reach their full potential for health and well-being
- .the need for strong parenting skills
- .the need for healing opportunities for the many victims of family violence and neglect
- .the need for strong and varied sources of self-esteem
- .the need for harmonious community efforts towards the support of strong and unified families

3.TOWARDS A SERVICE RESPONSE

The mission statement states that the agency will strive to enhance the care of children, families and communities, and that services will blend the traditions and natural caring practices of the communities. Further, early planning papers identified the following service principles:

Community responsibility: Care of community members by community members. Services are both designed to meet the unique needs and situations of each community and are delivered within clients' home communities.

Community-based/community controlled: Programs of service for individuals and families will be community-developed, community-based , and therefore community-controlled.

Holistic Service: Each individual is perceived as a family member as well as a community member. Each individual is acknowledged as having physical, mental, emotional and spiritual needs. All service delivery is therefore varied, integrated and culturally relevant.

Client Empowerment/Self-Determination: Clients will be assisted to learn how to identify and resolve their difficulties in a time-span and manner reflective of their unique needs, desires, and capacities. This core principle embodies the accessory principles of respect, humility, and perseverance.

This section summarizes the information on services, and is based on two broad questions which stimulated discussion during the workshop:

.What services and programs do you currently provide?

.What services would you like to provide, based on need?

With further discussion and verification with other First Nation representatives, the following information could be the first step towards a service model for the agency. The information is organized according to (i) service philosophy (ii) service principles and (iii) services.

(a) Service philosophy

Several workshop ideas can serve as additional content for a service philosophy.

(i) The developing agency should continue to provide and further develop prevention services. Although the various distinctions within the field of prevention were not discussed explicitly, the discussions suggest that three types of prevention services are warranted:

.Primary prevention in which community conditions and strengths are created to prevent the emergence of problems (eg. community-wide family life education)

.Secondary prevention in which high risk groups are serviced in order to prevent problems (eg. parent skill training for pregnant teen-agers)

.Tertiary prevention in which those with existing problems are serviced to prevent further difficulties (eg. abuse victim counselling)

This emphasis means that agency service development would build on existing prevention programs.

(ii) The agency should organize its services to meet the needs of parents and children at various stages along the path of life. It is important that such services start with preparing parents of unborn children, and continue along through infancy, pre-school children, school age, adolescence and beyond.

(iii) The emphasis on prevention means that treatment or healing would eventually be phased out of the agency's service structure. This would not happen immediately, though, because a number of needs still exist.

(iv) The integration of services is an ideal towards which the agency should strive. However, workshop participants urged extreme caution in the pace in which this happens.

(b) Service Principles

Service principles are general practice and program guidelines for providing services. They help staff to make choices and decisions concerning such things as how to work with clients, the organization of activities, the use of resources, and the like.

Workshop discussions suggested the following principles for consideration:

- (i) Integration of cultural content into policies, services, programs and training.
- (ii) The use of Native language when offering services and programs.
- (iii) Service providers within the agency will supplement or replace the functions and roles of the extended family
- (iv) The use of professional specialized services outside the community will sometimes be necessary. However, this will be done with serious recognition of the principle of Native self-sufficiency, that Native people shall look after their own.
- (v) Services shall be family-focussed in the sense of promoting family unity and involving the whole family in programs and services.
- (vi) Services should strengthen the client's independence. Staff should develop programs and practices which support the client's own problem-solving skills and self-esteem. This principle is a sub-principle of the general empowerment principle mentioned above.

(c) Services

An important suggested principle of agency development is that the agency should build on existing services and programs. To begin this building process, workshop participants were asked to discuss their

current services, programs and other aspects of their practice. As well, they were asked to identify expansions or new programs that would better meet the needs of their communities.

The workshop exercises and discussions indicate that existing and recommended new programs fall in the following nine service categories:

- (i) Family and parent education: services and programs which help family members learn the appropriate skills, knowledge and attitudes for parenting, family relationships and problem-solving.
- (ii) Counselling and therapy: services and programs which help people who are experiencing pain and problems as a result of past or present abuse, relationships or conditions.
- (iii) Life skills development: services and programs which help children and adults learn specific behaviors (eg. peer skills, leadership, decision-making, coping, safety) for many situations in life.
- (iv) Community education: education for the community at large or special groups (eg. teens, single moms, etc.) on various topics (eg. suicide, AIDS) which help minimize risk to themselves and others, and which generally enhances community well-being.
- (v) Social and Recreation Programs: development and carrying out of community events which bring community members together for fun, relaxation, fitness, and celebration.
- (vi) Cultural awareness: bringing together of Elders, cultural teachers, and other cultural resources for community cultural learning
- (vii) Advocacy: activities in which staff work with clients in their contacts with courts, social agencies, and other institutions. Advocacy helps clients receive the best and most appropriate attention, and assures fair treatment according to their rights. Includes band representation.
- (viii) Family support: includes any activities (eg. parental relief) in which parents receive help in normal parental or other family responsibilities

(ix) Foster home finding and support Activities in which appropriate homes are found for at-risk children in need of an alternative home; includes follow-up support.

For a more detailed summary of the discussion of existing and recommended future servicesw and programs, see Appendix "B".

Selected examples of recommended service expansion are as follows:

- .early intervention with mothers-to-be
- .teen parenting skills training
- .teaching positive mental health
- .post-natal exercises
- .treatment for abuse perpetrators and victims
- .self-help groups for single parents and those with mental health problems
- .services for blended families
- .school-based prevention programs

To round out this discussion of current programs and services, it should be pointed out that the Prevention Workers undertake, and will continue to do, several supportive and "case management" activities. These activities, combined with the actual provision of services, comprise prevention work "practice".

A first listing of other practices is as follows:

- .networking
- .liaison with CAS and foster families
- .case conferences
- .facilitating transportation
- .program development

.promoting community awareness of programs

.referrals

The full set of worker activities is important to know for organizational planning and development, to which we now turn.

4.Organizational Development: Issues for Future Planning

Making the transition from a Native Prevention Program to a Native Child and Family Services Agency requires organizational as well as service development. The workshop stimulated a number of organizational issues and priorities for planning.

Workshop discussion of organizational development issues was stimulated in a number of ways. For example, throughout workshop discussions and exercises the question was raised "What are the implications for the organization?". However, the most focussed discussion of organizational issues came from questions concerning the blocks to current successful practice. The specific details from this discussion is summarized in Appendix "B".

From this discussion, several important principles for organizational development occur, as follows:

(i) Staff involvement in the planning process

The Prevention Workers expect to be directly involved in the planning process as the transition is made towards a new agency. It is recommended that this process continue to be a two-way communication with staff building ideas in conjunction with the Executive Director. Prevention Workers are members of their respective communities, and are knowledgeable of current needs and on-going programs.

As much as possible, staff consultation should be a group process, so that consensus can be achieved on future agency directions. For example, the development of job descriptions could be done through a group process. As well, group-based staff consultation and planning has the following positive benefits:

.new members can learn from veteran Prevention workers

.cohesiveness and networking is created between the future core staff

of the agency

- .shared commitment is created to the developing agency
- .the agency begins to develop a commonly understood identity, with a distinctive working style, common principles of practice, and accountability to each other for performance excellence
- .the agency develops a common base of support for the agency's leadership
- .the Executive Director can develop a better understanding of commonalities and differences across communities, in terms of needs, services, and local conditions for supporting the new agency; this understanding is crucial for developing policies which respect these differences

(ii) Community support for a new agency

The most challenging development task for the agency is to build broad awareness and support of the agency within each and every First Nation on the island. Local leaders, including Chiefs, Councils, service leaders, and respected Elders and other leaders, must accept the legitimacy of the agency. Other Native service agencies have struggled badly, when this support was either weak or passive.

It is recommended that, very soon, the staff establish some specific steps for achieving this awareness and support. Including this task in the "community education" service was an important first step.

(iii) Community development

Considerable workshop discussion centered on the need for strong working relationships with other service personnel.

There is little doubt that future agency success will require co-operation and coordination with all existing Band administrative and service staff. Early development efforts should strive to build awareness and support from those in other local positions. Every effort must be taken to avoid overlapping of roles or unwillingness to cooperate, when such disharmony may place families and children at risk.

There is a need for continued discussion concerning how this can be done. Some preliminary recommendations are as follows:

- .Enlist leadership support for building harmonious working relationships at the community level.
- .Early consultation with local service providers and administrative personnel to collect their views and recommendations for building harmony
- .Raise the issue of "harmonious working relationships" on local planning agendas
- .Involve local personnel in agency training
- .Hold training in local communities
- .Hold local community development workshops which focus on building "team work", including: the development of clear complementary visions and roles, common principles for team work, communication and other skills.

(iv) Training

Thorough training should be an important part of the implementation strategy for the successful development and "putting into place" of the new agency. Other agencies have not benefitted from a "piece-meal approach" to training in which staff attend every available workshop that comes along.

As a substitution for the piece-meal approach, the following is recommended:

- .Management and staff establish a long-range training plan for the agency. Such a plan would incorporate: training philosophy, training principles, goals and objectives, priorities, appropriate training methods and techniques, and suitable resources. Adopting such a plan would give direction to the training future of the agency, and would rule out training opportunities which are not compatible with the training vision. (For a sample of training principles, see the information from the workshop in Appendix "B".)
- .To obtain credit for training activities, try to develop an in-service

training program with a local training institution such as Cambrian College. Ideally, such a program should be custom designed for the needs of the agency. For example, based on the past workshop the program could include...

*Building knowledge of the life-cycle or "path of life" which focuses on children's needs, Native parenting and the Native family circle (structure and dynamics).

*Understanding the interrelationship between the problems of Native people (eg. alcohol abuse, family violence, unemployment, etc.) and the needs of children and families over the path of life.

*Training in prevention services, with specific attention to how prevention services can strengthen Native families and children's development over the path of life.

.Some training should be community-based with explicit attention to building the support structures for agency services. Such training might include...

.Training for child welfare committees

.Team-building with other band personnel

.Training should be attentive to the principle of self-government and agency independence. Ways of including this are...

*Building a training capacity within the agency, through the gradual development of a training and development specialist. If this proves impossible at the beginning, one of the new staff should assume some responsibility for learning training roles. This person would be the principle co-ordinator and liason person for all training activities.

*On-going development of resource materials, including learning curricula (eg. practice wisdom, training approaches) and training aids,

(v) Priorities

One of the last workshop activities was a discussion of the next steps in the agency-building process. An agreement was made on three categories of priorities: high priority, medium priority, later priority. The summary is as follows:

High Priority

1. Staff hiring: Directors of Services, Finance and Administration;
2 Co-ordinators of Prevention;
Book- keeper;

Secretary;
Receptionist. (July)

2. Board recruitment and development
3. Finalization of service philosophy and service descriptions

Medium Priority

1. Develop job descriptions of Prevention Workers
2. Development of policies and procedures

Later Priority

1. Development of community awareness and acceptance

Additional comments on further service and organizational development

It is recommended that, in order to maintain the momentum of staff participation in service and organizational development, the next staff workshops should build directly on the ideas formulated in this workshop. As well, such workshops should continue to build links with the mission statement and service principles identified in the proposal for funding. Recommendations for workshops are as follows:

- .Prevention services and the "path of life"
- .Blending traditions and natural caring practices: implications for prevention services
- .Client empowerment: implications for programs and prevention practices

These workshops would continue the two-fold process of (i) service principle development for the agency (ii) staff development

It is also recommended that workshops follow the above order.

5. Workshop Evaluation

The workshop was evaluated at the conclusion. A summary of the results is as follows:

- (i) Hideaway Lodge as a location for training was rated "excellent" or "good" by all participants. Rooms, training rooms, and service were all rated favourably. The strongest and most consistent criticism against the lodge was the quality of food. One person requested larger space for training.
- (ii) Concerning training methods and arrangements for learning, the lectures, small groups, large groups, atmosphere for learning were all rated "excellent" or "good". One person rated the atmosphere as "not so good".
- (iii) Generally, the instructor received a positive assessment. Organization, explanations, manner, clarity of instructions, and ability to build confidence were all rated favourably. One area which needs improvement is the pace of presentation. A slower pace and more breaks are needed.
- (iv) Recommendations for improving style, technique and workshop generally include: more breaks, shorter videos, more time, new location.
- (v) Taking all things into account, this workshop was rated "excellent" by six people and "good" by one.

6. A few last words!

The theme of this workshop was "Building Blocks of Our New Agency: Our Communities, Our Families, Our Children, and Ourselves".

The energy and commitment of the group is reflected in the summary of ideas in Appendix "B". A graphic depiction of the building blocks is included as Appendix "C". This is not only a start, but a "running start". Let us continue working together for Manitoulin's First

Nations!

APPENDIX "A"

WORKSHOP ANNOUNCEMENT AND AGENDA

APPENDIX "B"

SUMMARY OF WORKSHOP IDEAS: FLIP-CHART NOTES

POSITIVE IDEALS IN THE COMMUNITY

1. Parent-child relationships

- .see our children as gifts from the Creator
- .parents believing in their children
- .children have a lot to contribute: their perception is pure
- .children should be heard by their parents about their feelings
- .more quality time given to children by parents
- .mutual respect between parents and children, particularly teen-agers
- .parents should be able to talk to children (i.e. have parenting skills)

.allowing children to be what they are

2. Family life: general

.wellness in all areas of life: physical make-up of the home, mental wellness, spiritual

.acceptance and unconditional love

.family stability as reflected in (i) appearance (eg. children are appropriately clothed), children with bright eyes, (ii) children attending school regularly (iii) good family communications

.family unity: understanding one another, spending time together, emotional closeness, good communication, shared traditions, closeness to extended family, coordinated family roles.

.men and women should listen to one another, respect each other's opinion

.trust one another's involvements outside the family (eg. don't assume a male-female relationship means an affair)

.parents' priorities have to change; for example, have more appropriate leisure activity with the family - T.V. and Intendo take away from family time.

3. Children

.well adjusted: able to deal with conflict and avoid sibling rivalry

.have the opportunity to learn traditional culture: traditional medicines, legends, teachings, drum.

.have good education

.grow up to be responsible adults (eg. make appropriate choices in life)

.know the difference between right and wrong (i.e. moral development)

3.Community: General

.should move onto better things, such as the circle of healing;
positive energy would radiate further; be part of the
wellness, balance of life.

.strong, healthy community, unity

.one area for building harmonious relationships would involve greater
team-work between "care-givers", i.e. service providers

.communication to others; openness: two-way communication

.balance of life: trust, caring, respect, and other 7 gifts of life

.positive attitude that leads toward happiness, unity, togetherness.

.respect everything around us; no one person or thing is better than
any other thing or person

.sharing

.honour

.live in harmony with mother earth: don't litter, put out fires, avoid
waste, clear forest.

. achieve a complete sense of accomplishment

4.Most positive ideals

.family unity

.acceptance of self and others

.unconditional love

.respect of self and others

.team work

.harmony between people, and between people and mother earth

WHAT INHIBITS OR PREVENTS FAMILY UNITY?

1. Historical factors

- . Previous child welfare decisions in which children were taken from parents and placed in homes away from the community, leaving bitterness and broken families; some Native communities believe that this contributed to alcohol abuse
- . Residential schooling in which children were (a) forbidden to retain their Native language (b) abused and (c) unable to learn parenting skills from their parents

2. Cultural factors

- . outside influences, such as white culture, the educational system, technology, and other religions have weakened traditional Native culture
- . confusion concerning current culture

3. Social and economic conditions

- . poverty, leading to low self-esteem
- . different priorities between generations

4. Psychological factors and behavior

- . problem behavior both results from and contributes to the weakening of family unity
- . family violence and abuse: child neglect, child physical abuse, sexual abuse, spouse assault
- . alcohol abuse
- . the behavior of the adult children of alcoholic parents
- . other addictions and substance abuse: drugs, solvents
- . low self esteem
- . problem denial

.unresolved grief and anger

5. Government Legislation and Programs

.some legislation, like Bill 31, places stress on communities and some families

.Provincial child welfare system, particularly apprehensions, splits up some families.

CURRENT AND RECOMMENDED SERVICES AND PROGRAMS

CurrentRecommended: based on need

1. Family and parent education

.infant stimulation: health,
nutrition and care

.roles, responsibilities and
rights. early intervention
with mothers-to-be

.child rearing: management,
discipline, emotional development. teen parenting skills

.problem-solving: behavior and
conflict. teaching positive mental health

.parent-adolescent relations. post-natal exercises

.building confidence and
self-esteem

.Native traditional content

2. Counselling and Therapy (healing)

.1-1 counselling. treatment of perpetrator

.group counselling. treatment of adult and child victims

.family counselling. treatment of children suffering from
neglect

.family mediation. self-help groups: circles, single parents, and mental health problems

. working with blended families

3.Life Skills Development

.peer skills

.school-based prevention: sexual abuse, respect for body, "safe and happy " kit.

.leadership

.decision-making

.coping

.safety: avoiding sexual abuse

4.Community Education

.Health (eg. AIDS)

Theme conferences each year

.Suicide. Alcohol and family life(with other service providers)

.Parental rights and roles. Community awareness of the agency

.Children's conferences. Police

"Travelling road show"

5.Social and Recreation

.community events, involving the whole community

.celebration of various events on the "life path" (eg. naming, starting

school)

6. Cultural Awareness

.staff as facilitators

.Elders, cultural teachers,
movies,

.focus on sweet grass, medicines,
legends, and other resources

.importance of language.future cultural awareness activities could
possibly be
integrated with
all phases of
"path of life"

7. Advocacy

.Band representation in courts:.full takeover of Band representation
function to be
discussed

eg., court interpretation,
translation.

.facilitating access and use of
other services and resources:
linking, networking with other
resources(eg. working with police:
finding kids, family violence)

.helping people know their rights

8. Family Support

.parental relief (eg. time off for single parents)

9. Foster Home .more foster homes

.foster parent support

DETAILED DESCRIPTION OF PROGRAM ACTIVITIES

1.Parenting Groups

.at parents request

.parents do not have confidence in themselves

.outside influences include residential school, educational policies, DIA, relocation

.home visits, assessment recruitment

.referrals by school and other service providers

.aim is not to scream at children, have more patience, think of alternatives, feel good about themselves as parents, understand why children behave as they do.

.also provide awareness of parental roles, rights and responsibilities

.how to deal with behavior problems

.how to build self esteem in their children

.how to deal with adolescent conflict

.Mom and Pop and Tots

.infant stimulation with Elders programs

.infant stimulation with home visiting

2.Children's programs

.ages 6-9; 10-12

.recreational play

.social skill development

.cultural activities

.educational: sexual abuse prevention, self-esteem, decision-making,
coping skills

3.Community Education: Theme Workshops

.family violence

.suicide

.La Leche: breast-feeding

.AIDS

.post-natal care

4.Community Events

.Mother's day and father's day

.family events

.sweet heart contest

.open house

5.Family mediation

.custody issues

6.Counselling: Family Meetings

.to resolve family conflicts

7.Counselling: home visits

.counselling individuals and families

.parent with teens

8.Skill-building training

.leadership training

9.Community meetings

.feasts and drumming

10.Advocacy

.court: interpretation

11. Interim Band Representation

- .write affidavits
- .preparation of family members for court
- .recruit homes for the children
- .develop plan of care with service providers
- .recording, data collection
- .attend court, present Band's position
- .interpret court papers and orders
- .carry out and follow-up on court orders
- .case review

OTHER STAFF ACTIVITIES

1. Networking

- .Work with other service providers for support
- .with Ministries for proposals

2. Liaison with C.A.S. and foster families

3. Case conferences

- .address crisis issues; crisis intervention; brainstorming alternatives
- .case consultations

4. Facilitating transportation

.helping clients access services

5.Program development

.program description

.purpose

.identification of target group

.obtaining or developing resources

.delivery

.evaluation

6.Promoting community awareness of programs

7.Referrals

NEEDED RESOURCE AND ORGANIZATIONAL DEVELOPMENT

(a)Organizational development needs

.secretarial support

.staff

.better coordination with NNADAP

.access to professionals

.networking with each other to provide support

(b) Resource development needs

.video materials

.plays on contemporary issues

.foster homes

.special needs homes: residential treatment, therapeutic care,
receiving home,

.youth centre: to promote a sense of belonging, contribution; reunite
with family; kids with C.S.O.,

Young Offenders.

BLOCKS TO SUCCESSFUL PRACTICE

The following blocks to successful practice are described in terms of "self" and "community". Blocks in the self include such worker characteristic as knowledge, skills, confidence, values, energy, and attitudes. "Community blocks" refer to characteristics of the community which slow down or totally inhibit the work. Such blocks may include the level of cooperation and support from others, insufficient or inadequate resources, attitudes, organizational support and the

like.

1. Self Blocks

- . not being able to put into practice what we already know and what we can do, perhaps due to (a) knowing too much (b) freezing in situations (c) procrastination
- . we accomodate others requests too much, forgetting our own family life, and creating stress in our lives; for example, we "double book" appointments; this may be due to a lack of organizational skills and not being able to say "no" to some people.
- . sometimes do not allow clients to be self-sufficient by supporting and encouraging them to meet their own needs.
- . we need to develop more knowledge about alcohol abuse and the impact on the family
- . more interviewing skills, particularly when interviewing child victims of sexual abuse
- . need to fine-tune our community development skills
- . skills for working with hostile client
- . skills for group and family therapy
- . skills for public presentation in community education
- . Band representation skills
- . confronting and relating to the perpetrator of violence and sexual abuse: attitudes.
- . being able to assess learning styles in order to help clients learn
- . development of writing skills and other office-related organizational skills; writing skills for report writing, logs, recording.

2. Community Blocks

(i) Lack of team work and confidence in other service people: jealousy prevents good programming

(ii) Leadership has different priorities; no time for poor; no time for service people; encourages a denial of problem

(iii) Lack of motivation within community

(iv) Difficulty in reaching hard core people (eg. unemployed)

(v) Community denial of problems

.drinking; violence and assault; drugs; sexual behavior; suicide; all have become part of community living; community permissiveness towards these behaviors

.forgetting about youth; adults involved in such things as fishing rights

.leadership priorities do not attend to social problems

.people who are concerned will not rock boat because they fear losing privileges (eg. housing); some say "you have to lie to get ahead"

(v) Values are being compromised within the community

.because of the political arena, there is a lack of trustworthiness

(v) Credibility of some programs are hard to establish due to:

.role modelling of previous staff

.novelty of program

IMPLICATIONS FOR AGENCY DEVELOPMENT

1. General developmental principles

- (i) Current Prevention Workers to be part of development process.
- (ii) The involvement of staff in the development process should be a two-way communication process
- (ii) The change process should be a gradual process, reflecting the Native way. Adequate funding for development should be secured.
- (iii) The policies and procedures of the developing agency should recognize the uniqueness of each community
- (iv) The development process should strive to build community awareness and support, particularly from the Chiefs, Councils and other community leaders. The community education component of the agency should incorporate education about the agency.

2. Service Principles

(i) Services should be organized according to "path of life" model. Specifically, this means that prevention services should strengthen communities, individuals, and families to meet the challenges of each developmental phase of the path of life, starting with services to the parents of the un-born child. The path of life begins with conception and ends with death. Several stages exist along the path of life.

(ii) Integration of cultural content into policies, training, services and programs

(iii) Speak Native language; offer services and programs in Native language; interpret

(iv) Proceed carefully and slowly towards integration of services

(iv) Provide a unique service, but work out the details carefully

(v) Service providers within the agency will supplement or replace the functions and roles of the extended family.

(vi) In some circumstances it will be necessary to use professional specialized services outside of the community. This should be done according to an important principle of Native community self-sufficiency, namely that "Native people shall look after their own people". The specific implications of this principle for using professional services need to be worked out.

(vii) Recognizing that existing problems in the community need help, nevertheless the clinical problem-solving approach should be gradually phased out. This emphasizes the future agency's

concentration on prevention services.

- (viii) Services should be family-focused in the sense of promoting family unity and involving the whole family in programs and service.
- (ix) Services should empower and strengthen the client's independence. This means that staff should develop programs and practices which support the clients own problem-solving skills and self-esteem.

3. Program Development

- (i) Strengthen previous programs
- (ii) Develop new specializations
- (iii) Emphasize community education, building on what people already know
- (iv) Expectation is that the agency should support communities in all phases of program development

3. Resource Development

4. Training

- (i) Training should recognize previous training and current skills and knowledge
- (ii) Training should provide some official accreditation for training completed. For example, efforts should be made to mount an in-service diploma or certificate program with Cambrian College.
- (iii) Native trainers or else those sensitive to Native learning should be used
- (iv) Training should acknowledge spirituality as one of the four elements of being: physical, emotional, mental and

spiritual.

(v) Everyone should be treated with dignity and respect

(vi) Training should help staff work with troubled people from a balanced point of view, with respect for others' values, flexibility, and not imposing certain ideas and solutions.

(vii) Training should be available to all persons associated with the agency, including staff, Boards, committee members, and other community members.

(viii) Training should adopt a community focus for some of its training events. This means that training should strive to empower whole communities, and not just agency staff.

This can happen by (i) holding some training events in the local community (ii) involving other service staff and local volunteer leaders (iii) using or developing local resources for training events, and generally preparing communities to undertake future training

5. Promotion of community development and awareness

(i) establish commitment and support of leadership for solving of the kinds of human problems existing in each community

(ii) increase the level of team-work in each community, particularly the level of mutual respect and cooperation between band service providers; this can be done by using such procedures as team-building, common participation in training, and community-based training which builds mutual awareness and cooperation.

6. Community Resource Development

(i) Youth Lodge for troubled and labelled kids

(ii) Educational support for foster parents

(iii) Crisis Centre for children, men, women and families

(iv)Native foster homes

7.Staffing and Personnel Principles

(i)Lawyer on call

(ii)Principles should be developed which guide the behavior of staff in the community. Such principles should recognize that, although not implying perfection, staff may be viewd as role models for behavior in the community. A Code of Ethics should be developed as part of personnel policy

(iii)The agency should develop policies and practices which allow a balanced commitment between work and family life of its staff

(iv)The kind of services provided by the agency requires a strong commitment from staff, involving at times a heavy investment of time at unusual hours.

LACK OF COMMUNITY-BASED TEAM-WORK AMONG COMMUNITY SERVICE STAFF

The lack of community-based team-work was raised repeatedly by workshop participants as a fundamental block against successful practice. Essentially, this takes the form of non-cooperation between service providers, unwillingness to refer, overlapping of services, and a lack of mutual respect. As well, because tasks are not shared, some staff in the community are over-burdened while others do not have enough to do.

This state of affairs has been reported in several other Native communities. Why is it happening? A brief discussion of the reasons in the Manitoulin communities suggests the following factors:

.a lack of over-all service co-ordination

.everybody is doing their own work

.turnover of Chief and Council means that the problem never gets addressed

.prevention has a low priority within the communities

APPENDIX "C"

"BUILDING BLOCKS OF OUR NEW AGENCY:
OUR COMMUNITIES, OUR FAMILIES,
OUR CHILDREN, AND OURSELVES"

A GRAPHIC SUMMARY