Module 11 Chapter 4: Active Efforts, Tools, and Resources

Overview

Chapter 4 introduces three broad categories to help guide your work with American Indian children and families:

- Active Efforts
- Tools
- Resources.

The information presented in this chapter does not imply that all American Indian children, families and tribes have the same experiences. Further, child welfare workers should not presume that one practice approach, tool or resource will have positive outcomes for all children and families.

Each child, family and tribe has a unique culture. It is imperative for child welfare workers to be aware and respectful of differences and similarities. Best practice is to assume you *don't* know the family or tribe, and then respectfully ask for insight. Remember, families and tribes are the experts.

This chapter introduces a family with circumstances similar to other families you may provide services for. Short scenarios give you the opportunity to practice identifying the most feasible active efforts and best practices for the situation presented.

Active Efforts

Child welfare workers must engage in active efforts for *all* American Indian children and families; workers must apply best practices to *all* families with whom they have contact.

Active efforts are more than reasonable efforts. They are active attempts to prevent the removal of a child from his or her family *and* to help alleviate the problems or issues that led to removal of the child from the family.

Much of the active efforts information presented in this chapter is also found in the DHS publication, *Indian Child Welfare Act (ICWA) Active Efforts Best Practices*.

Factors that Influence Best Practices

This chapter provides guidelines for active efforts as best practices in consideration of tribal and family structure, worldview, and ICWA requirements.

A basic understanding of dynamics specific to American Indian children, families and tribes helps ensure application of active efforts as best practices when assessing maltreatment risks and providing services for American Indian children.

Tribal and Family Structure

Extended – kinship and clan – and nuclear family systems define the traditional structure of tribes. This structural paradigm includes family members living in the immediate vicinity as well as different geographical areas.

American Indian family systems include extended networks of other families with and without blood relationships. These persons often play vital roles in both formal and informal ceremonies and rites and become part of another family's system.

The tribe as a group is the family, and the individual family units are the tribe. The family represents the foundation of the tribal community. Tribal and family structure influence individual and community worldview.

"The Indian Extended Family and Its Relationship to Parenting" article is available from the website to help to increase your understanding of the roles and relationships extended family members have in child-rearing, and to gain awareness of the contrasts in values between American Indian and European cultures.

Structure and Worldviews

Historically, traditional tribal and family structure and worldviews were not acknowledged or accepted by the majority group. The American Indian worldview is circular and relational when compared to the linear worldview of European cultures. The historical Eurocentric paradigm viewed families as nuclear units and ignored the reality and value of American Indian family and extended family systems.

When working with children and families, it is important to understand family structure, values and worldview. When you meet with an Indian family, there are several things you can do to better understand the family:

- Use eco-maps and genograms to help you learn about family members and relationships; these tools were presented in Module 7.
- Ask the child and family who else within the tribe they consider as part of the family's support system; these people may include elders, spiritual advisors or other persons in tribal leadership roles.
- Ask for permission to include these people in service planning.
- Ask about tribal traditions the family may know of or find helpful to mitigate the risk of maltreatment; these may include prayer services, ceremonies or other traditional activities.
- Utilize tribal social services to meet, engage and understand the family's unique structure.

All of these potential activities can be part of your initial assessment and can help ensure compliance with active efforts.

From the website; these articles are available to learn more about American Indian family structure, values, and worldviews:

- "Family Structure and Value Orientation in American Indians" by John G. Red Horse
- "Understanding the Relational Worldview in Indian Families" by Terry Cross**.**

What are “Active Efforts”?

Let’s review active efforts briefly:

- Active efforts are more than reasonable efforts.
- Active efforts are active attempts to prevent removal of a child from his or her family.
- Active efforts are active attempts to help alleviate the problems or issues that led to removal of the child from the family.
- Active efforts require acknowledging traditional helping and healing systems of an Indian child’s tribe and using these systems as the foundation to help and to heal the Indian child and family.

For examples of active efforts and how to apply active efforts the *Indian Child Welfare Act (ICWA) Active Efforts Best Practices* publication is available on the website.

Now let’s look at how active efforts as best practices intersect with ICWA, MIFPA and TSA requirements.

Communication, Collaboration and Information Sharing

To be compliant with ICWA, MIFPA and TSA, you must, at a minimum, be proactive with communication, collaboration and information sharing.

Communication and collaboration include:

- When working with American Indian children and families, you need to interact with the appropriate tribe. Maintain a current Minnesota tribal contact list to help you establish necessary connections.
- Establish verbal, written and/or face-to-face contact with the child’s tribe as soon as possible. Use the “Notice to Tribe of Services to an Indian Child” found in SSIS documents.
- Identify a method of communication that is timely and effective for all parties to exchange information.
- Be consistent in your practice; exchange county agency practices with the tribe to build relationships, services and knowledge.

Information sharing includes:

- Tribal access to records and documents, including non-public information, is necessary and allowed by ICWA, MIFPA and TSA.
- Timely sharing of information builds collaboration and helps ensure family needs are met.
- Meet and consult with a child’s tribe to discuss the most effective ways to request and receive child welfare information.

Identification of an Indian Child

As you know, one of the first steps when meeting the family is determining if a child is a member of, or is eligible for, membership in a tribe. Refer back to the “ICWA Requirements for Child Welfare” chart and the “Determining ICWA Application Flowchart” to recall the elements necessary to determine whether ICWA applies to a case. Both of these documents are available from the website.

To help you determine ICWA application:

- Interview household members, including fathers, and ask for knowledge of Indian ancestry; don't forget maternal *and* paternal relatives such as grandparents, aunts, uncles, extended family and siblings.
- Contact the child's tribe, if known, to help identify family and kinship persons *and* to share information. If the family is not sure which tribe should be contacted, retrieve the "List of BIA Contacts" from SSIS and submit an inquiry to the BIA on behalf of the family.
- Use the "ICWA/MIFPA Social Worker Checklist."
- Check SSIS records for previous involvement.
- Verify a child's membership and/or eligibility for membership with the tribe through the tribal enrollment office.
- If ICWA applies, document the information including identified tribes, and all attempted and completed contacts in the appropriate SSIS fields.

Formal Notice to Tribes

Child welfare workers are required to provide formal notice to tribal governments if the child is at risk of entering an out-of-home placement. You must send *written* notice to the tribe within *seven* days of determining an out-of-home placement is possible *and* that agency involvement is likely to extend beyond 30 days. You must also provide documentation of the initial steps taken to correct the condition or conditions that led to services and could lead to out-of-home placement.

Best practice is to complete the "Notice to Tribe of Services to an Indian Child" in SSIS and send it to the tribe via *registered mail, return receipt requested***.** It is essential that you contact the tribe to confirm receipt of all required documents and to address any additional concerns the tribe may have regarding the notice.

Now let's look at a case scenario and apply best practices. As you go through the scenario, there are several questions to answer. Best Practices responses are provided for each question.

[This transcript provides the scenario, questions, and the most appropriate answers to the questions. The correct answers are in bold, followed by the explanation that was narrated; the narrated feedback for incorrect responses is not provided here.]

The Report

On May 12th, County Human Services received an intake alleging neglect in the form of inadequate supervision.

The three children are Mary (age 2), Dwight (age 4) and Tim (age 7).

The mother is Lisa (age 32). She lives near the reservation but not within its boundaries. The reporter thinks there might be other people in the home but isn't sure. Last night the children were outside running and playing and came to the reporter's home around 9:00 PM because

they were hungry. The reporter fed them and told them to go home and go to bed. They continued to run around outside until midnight and the reporter did not see or hear any adults.

The report has been accepted for Family Assessment Response and you are assigned to the case. SSIS does not show any prior reports or involvement with child welfare.

Initial Visit

During your initial visit you learn that Lisa's parents, Gary and LuAnne, also live in the home. They were visiting other family members on the reservation last night.

Lisa said she had a babysitter so she could go out, but that person never showed up. She didn't think she'd be gone too long so she decided to go out anyway. Besides, the neighborhood is safe and her children are respectful and obedient.

She recalls getting home around 1:00 AM and said the kids were in bed sleeping. Lisa also stated that she told the kids to stay in the house and she didn't think they disobeyed her.

During the assessment, you ask Lisa if she or her children have American Indian heritage. Lisa informs you that she has heritage through both her parents, and she is an enrolled member of the Leech Lake Band of Ojibwe.

She also mentions that Chet, the father of her two oldest children, is an enrolled member of a different tribe. Lisa has lost contact with Chet and can't recall which tribe he is enrolled with.

She is uncertain about the heritage of Bob, the father of her third child. Lisa does, however, know where he lives and she talks to him at least once a week.

Initial Visit: Question 1

Does ICWA apply in this case?

- **Yes**
- No

The answer is yes, ICWA applies to this case because Lisa's children are the biological children of a member of a federally-recognized Indian tribe.

Initial Visit: Question 2

Are you required to contact the Leech Lake Band of Ojibwe Tribal Social Services at this point?

- Yes
- **No**

The correct answer is No. You are not required to contact the Leech Lake Band of Ojibwe Tribal Social Services because there is not enough information right now to presume that the children are at risk of out-of-home placement and that the agency will need to be involved beyond 30 days.

Best practice, however, is to contact the tribe as a courtesy, and to seek knowledge and understanding of cultural factors that may affect your contact with the family.

Initial Visit: Question 3

What next steps are most appropriate after learning that Lisa is an enrolled member of the tribe? There is more than one correct response.

- **Ask to see tribal enrollment cards for Lisa and her children.**
- **Ask for more information about the tribal affiliation of Chet, the father of the two oldest children; ask for more information about Bob, the father of the youngest child.**
- Tell Lisa that she must get the information about her children's fathers to you within three working days or you will file a CHIPS petition.

It is a good idea to ask to see tribal enrollment cards. If tribal enrollment cards are available, record all information on the cards, including enrollment numbers. When you return to the agency, enter the information into the SSIS case record.

Keep in mind that a person who is an enrolled member of a tribe, or eligible to become an enrolled member, may not have an enrollment card. Lack of an enrollment card does not disprove membership or eligibility for membership.

It is also important to discover Chet's tribe, because it is not the same as Lisa's. You can specifically ask if Chet's two children were enrolled in his tribe. You should ask for more detail about Chet's family name and relatives so that Chet is easily identified if you need to contact the tribe to inquire about the children's eligibility for membership. You could also contact the BIA if you are not able to identify Chet's tribal affiliation.

Even though Lisa does not have information about Bob's heritage, it is necessary for you to gather contact information for Bob because he is the father of one of the children. It is important to remember that you cannot eliminate the possibility that Bob has American Indian heritage. If he does, then Lisa's third child may have additional tribal membership eligibility.

Document your active efforts in contacting Chet and Bob, and your active efforts to identify and clarify tribal information for both fathers.

Initial Visit: Question 4

Select the two tools you can use during the initial assessment meeting to gain greater understanding of Lisa's family structure, support systems, protective factors, and values.

- **Genograms**
- *Indian Child Welfare Act (ICWA) Active Efforts Best Practices*
- **Eco-maps**
- Use your position with the county to demand that information be provided within three days.

Genograms and eco-maps are the correct answers. Genograms help identify direct family relationships and potential support systems. The process of creating a genogram may also

spur recall of information, such as a last known address or another relative who could provide assistance.

Eco-maps help families identify healthy and unhealthy relationships, extended kinship networks, support systems, needs, and protective and risk factors.

Initial Visit: Question 5

You have determined that ICWA applies to this case but Lisa's children do not have enrollment cards. What steps will help you determine if Lisa's children are members of, or eligible for membership in, one or more tribes? Select all of the appropriate responses.

- **Interview Bob and his family members if necessary.**
- **Interview Chet and his family members if necessary.**
- **Contact the Leech Lake Band of Ojibwe.**
- **Contact any tribes identified by Chet and Bob.**
- **Check SSIS records for previous involvement.**

All these responses are correct and comply with active efforts requirements.

Second Visit

Through active efforts, you have learned that all of Lisa's children are eligible for membership in one or more tribes. The two oldest children are eligible for enrollment with both the Leech Lake Band of Ojibwe and the Mille Lacs Band of Ojibwe (Chet's lineage). The youngest child is eligible for enrollment with the Leech Lake Band of Ojibwe.

Lisa believes she may benefit from some services and has asked the agency for parenting help.

Second Visit: Question 1

Are you required to contact both the Leech Lake and Mille Lacs Bands of Ojibwe at this point?

- Yes
- **No**

The correct answer is No. You are not required to contact both the Leech Lake and Mille Lacs Bands of Ojibwe because Lisa is voluntarily engaging in services, and no risk of potential out-of-home placement is indicated at this time.

Remember, however, that best practice for your initial visit was to contact the tribe as a courtesy. Best practice for your second visit is also to contact the tribe regarding tribally-specific interventions and services that may be available to Lisa and her children. Contact at this time helps you locate culturally-relevant services and helps you build your partnership with Lisa's tribe.

Second Visit: Question 2

What do you need to do to ensure culturally-appropriate services are provided? Select all of the appropriate responses.

- **With Lisa's permission, establish contact with the tribes to locate culturally-appropriate services.**
- Provide services that you think are best.
- **Ask Lisa what services she believes would be most beneficial.**
- Nothing, because you don't agree with Lisa.

You should seek Lisa's permission to contact the tribes because services are voluntary and there is not enough information right now to presume that the children are at risk of out-of-home placement and that the agency will need to be involved beyond 30 days.

Lisa is the expert on her family; she is in the best position to identify what services may be most beneficial to her. The eco-map can provide assistance in identifying support gaps that services can help fill.

A Second Report

The agency receives a second report of inadequate supervision. Services resulting from the first family assessment started one week ago. Your supervisor directs you to complete another family assessment for this report.

After meeting with Lisa regarding the second report, there appear to be some chemical use concerns.

Further, you learn that Lisa's parents are struggling to help Lisa care for her children because they must also provide care to elderly relatives on the reservation. They are moving to the reservation to provide continual care to their elderly relatives. Lisa has decided to stay in her current residence outside of reservation boundaries. She maintains the children can be alone for a few hours because help is only a phone call away. She has "911" posted by the phone for Tim to call if he thinks he has an emergency.

Based on your assessment of this current report, and 7-year-old Tim's statements that he is afraid to be home alone and he is scared when his mom "smells funny and talks funny," you determine the children are at risk of placement and it appears the agency must be involved beyond 30 days in order to rectify the concerns and ensure child safety.

You tell Lisa that the children may need placement if the situation occurs again and/or Lisa is not able to correct the supervision and alcohol use concerns with appropriate services. Lisa agrees that more intensive services and supports are necessary because she didn't know her son was so afraid.

The Family Assessment Response remains open for service provision.

Second Report: Question 1

Given this new information, are you required to contact both tribes at this point?

- **Yes**
- No

The correct answer is Yes. You are required to contact both tribes because the situation has escalated to the point where you believe the children may need placement and it appears the agency will be involved beyond 30 days. If you followed best practices during your initial and second contacts, the tribes will already have some familiarity with Lisa's situation and be more adequately prepared to help meet service needs.

The potential for out-of-home placement entails very specific requirements for notice to tribes:

- Send written notice within seven days via registered mail, return receipt requested, to Lisa's tribe and Chet's tribe.
- Use the SSIS form "Notice to Tribe of Services to an Indian Child."
- In the notice, be sure to include the initial steps taken to remedy the situation, such as culturally-appropriate in-home parenting services, and a statement that the children are at risk of out-of-home placement and it appears services will be needed beyond 30 days.

Now let's look at emergency placements under ICWA, MIFPA and TSA because circumstances for this family may require placement.

Emergency Placements

Under ICWA, Indian children not residing on the reservation, either permanently or temporarily, can be removed from their home in order to prevent imminent harm. When an Indian child is removed from his or her home, child welfare workers must collaborate with the appropriate tribe(s) to ensure the needs of the child are met. Collaboration includes immediate notification to the tribe of the maltreatment and removal circumstances, and requesting assistance to enter the reservation when necessary.

Use the "Indian Child Welfare Placement Preference and Considerations Documentation" form in SSIS to help you make appropriate placements.

Other collaborative efforts for emergency placements can include:

- Consultation with tribes to develop and maintain up-to-date emergency contact information for county and tribal agencies – be sure to include on-call hours, staff names, contact numbers and after-hours response protocols
- Developing a process to conduct joint investigations with the tribe
- Developing a checklist to share necessary and crucial information with the tribe.

Qualified Expert Witness (QEW)

The tribe and court will determine if a person qualifies as an expert witness. Child welfare workers, however, should remember the following:

- ICWA prohibits non-emergency placement of an Indian child, or termination of parental rights (TPR), unless the court hears testimony from a QEW who believes continued custody by the parent(s) or Indian custodian is likely to result in serious emotional or physical harm.
- ICWA allows more than one QEW.
- Tribally designated expert witness qualifications are not subject to challenge in custody proceedings for Indian children.
- The tribe is the expert in determining which person is most familiar with tribal child-rearing practices and customs specific to their group.
- Request a list of QEW's from the tribe.

Case Planning

Active efforts in case planning include applying best practices of creating a case plan with the family, **and** in consultation with the tribe. To develop a case plan with the tribe, consider using the following strengths-based suggestions that include communication, collaboration and information sharing:

- Determine and establish effective communication methods for the purposes of creating a case plan.
- Ask the tribe for information that will help you work with the family to develop a case plan.
- Ask the tribe to share social and cultural considerations that may influence development of the case plan, including but not limited to, spiritual and religious beliefs and/or practices or other needs of the child and family.
- Ask the tribe about additional tribal resources that may help the child and family, such as elders or other community leaders.
- Ask the tribe to participate in regular meetings to enhance communication, assist in assessing case plan progress and problem-solving.
- Give copies of the case plan to the tribe and ask if other documents and records are necessary or helpful for the tribe to be more fully informed.

Now let's return to our scenario and apply this new information.

A Third Report

Lisa is in her third week of voluntary services resulting from the first and second reports. Because services are voluntary, both tribes have requested the county to continue services.

The Mille Lacs Band of Ojibwe sent a letter to you and the Leech Lake Band indicating that if the children enter placement and/or services extend beyond 30 days, they would like the Leech Lake Band to intervene and request transfer of jurisdiction for the case. The Mille Lacs Band is too far away and does not have adequate services for Lisa and her family at this time.

The Leech Lake Band has also indicated, in writing, that they will intervene and request a transfer if the children are placed.

On Thursday at 8:05 AM you receive a third report of inadequate supervision regarding Lisa's children.

In this report, the reporter states Lisa was drinking in her front yard before leaving the house last night.

The reporter heard Lisa tell her children to stay in the house and go to bed. Lisa left around 9:00 PM. The children did go in the house but came to the reporter's home at about 10:00 PM and told the reporter they were afraid of the dark.

The reporter went to Lisa's home and stayed with the children until Lisa returned at about 2:00 a.m.

The reporter stated Lisa was very drunk and sick, and she passed out on the couch. The reporter left around 2:30 AM because Lisa's breathing seemed normal and she appeared to be sound asleep. The reporter tried to talk to Lisa about the children's fears when she came home, but Lisa was not coherent.

Just before calling the agency, the reporter went back to Lisa's home, looked in the living room window and noticed Lisa was still on the couch, apparently still sleeping or passed out.

The two older children were fighting; cereal and milk were spilled on the floor. Mary, the two-year-old, was crying and appeared to have soiled herself.

The tribal social services offices do not open until 9:00 AM and your agency does not have an emergency contact list for tribal services or resources.

Third Report: Question 1

What should your next steps be in light of this new information?

- **Consult with your supervisor and contact law enforcement.**
- Go immediately to Lisa's home and put the kids in your vehicle to get them out of this situation.
- **Contact tribal social services for both the Leech Lake and Mille Lacs Bands of Ojibwe.**

Your first steps include consulting with your supervisor about the potential need for placement and more intensive services, and contacting law enforcement to request help in assessing the safety of the children.

Recall from Module 3 that child welfare workers in Minnesota do not have statutory authority to remove children from their homes. Only law enforcement officers and the courts have the authority to make emergency out-of-home placement decisions for children who are in, or at risk of, imminent harm.

After you consult with your supervisor and connect with law enforcement, you can, and should, leave a voice mail for both tribal agencies and ask them to call you back.

If you are connected to a general voice mail box, you can leave your name, agency, phone number and a brief message. In your message, state that you believe an Indian child with connections to their tribe is at risk of placement and you are going with law enforcement to assess safety. Inform the tribe that you will call again when you return to your office, but they should contact your supervisor for immediate information. Be sure your supervisor is aware of the possible calls from the tribe.

Next Case Steps

Lisa smells strongly of alcohol and is unresponsive when you and law enforcement arrive at the home. She is transported by ambulance to the hospital.

The reporter does not want to become further involved by caring for the children. Lisa hasn't provided contact information for her parents yet. Chet works first shift and can't receive calls at work. Bob drives a milk truck and usually doesn't answer his phone until after 3:00 PM.

Law enforcement places the children into emergency protective care and helps you transport them back to your agency. The children must return home within 72 hours or you must file a CHIPS petition.

You diligently make contacts with the tribes, Lisa, Chet and Bob.

As noted earlier and supported in writing, the Mille Lacs Band has requested that Leech Lake take jurisdiction.

The social worker for Leech Lake calls you and informs you that they are assessing potential foster care and relative placements and they want the children to remain together. Leech Lake wants the county to maintain jurisdiction until a suitable home for all three children is found.

Lisa will not be discharged from the hospital until the day the emergency hold expires.

In consulting with both tribes, they are in agreement that a CHIPS petition should be filed.

The social worker for Leech Lake provides relevant information about Lisa's history with alcohol, indicating that the children are at continued risk of maltreatment unless they remain in foster care and Lisa engages in mandatory services.

At the initial hearing, the judge hears testimony from the tribal social worker, orders the children to remain in foster care, and schedules a CHIPS trial.

Next Case Steps: Question 1

Is a qualified expert witness (QEW) required for the initial hearing?

- **Yes**
- No

The correct answer is Yes, a qualified expert witness is necessary for the initial hearing. The court must hear testimony from a QEW to make a decision that the children must remain in foster care because they are at continued risk of maltreatment or that the conditions leading to placement have not been remedied.

Next Case Steps: Question 2

In addition to writing the case plan with the family (Lisa, Chet and Bob), identify other appropriate ways to help develop a case plan for Lisa's children. There is more than one correct response.

- **Determine and establish effective communication methods.**
- **Consult with the tribes about tribal resources, and social and cultural considerations.**
- Offer services that have been effective in the past.
- **Ask the tribes to participate in regular meetings to enhance communication and to assist in assessing case plan progress.**

Yes, determining and establishing effective communication methods is an appropriate step.

Remember to include family, extended family, and designated tribal resources in your communications. Communication methods may include referral to a Family Group Decision Making (FGDM) conference. FGDM is an excellent tool to help ensure all family members, extended family and tribal support persons are part of the case planning process.

It is a best practice to consult with the tribes regarding tribal resources and social and cultural considerations. To comply with the active efforts requirement under ICWA, MIFPA and TSA, you will need to demonstrate that you have actively engaged tribal resources and been respectful of tribal social and cultural ways in creating a case plan.

Your efforts to communicate and collaborate with designated tribal leaders and social workers are considered best practice.

SSIS Documents

Your classroom training introduces SSIS applications and standardized documents. There are eight available SSIS documents related to ICWA requirements:

1. List of Bureau of Indian Affairs Contacts: use when families know they have Indian heritage but aren't sure which tribe.
2. Data Practices Agreement – Indian Social Services: use when releasing data to the Indian Social Services Agency; the agreement is signed by county and tribal social services agency representatives.
3. Indian Child in Voluntary Foster Care for Treatment Agreement: use when Indian children with developmental disabilities or emotional disturbances need to enter care for treatment purposes.
4. Indian Child Welfare Placement Preference and Considerations Documentation: use when an out-of-home placement or change in placement of an Indian child is being considered or has occurred.
5. Notice to Tribe of Services to an Indian Child: use when the county agency identifies an Indian child who may be a member or eligible for membership in a tribe.

6. Request for Return – Indian Child: use when a parent requests the return of a child voluntarily placed in foster care through the county agency.
7. ICWA/MIFPA Checklist: use to guide ICWA case work.
8. Voluntary Out-of-Home Placement Agreement Consent – Indian Child: use when parents seek to voluntarily place a child in out-of-home foster care.

Summary

Using the background information and legal foundation from this module, you should have a basic understanding of requirements when working with American Indian children and families. The fictional case scenario is intended to reinforce your awareness of the keys to best practices for active efforts: communicate, collaborate, and share information with tribes and your supervisor throughout the life of the case. You will also benefit from field tools and resources provided on the website.

Field Tools

From the website, the following field tools are available:

- The Minnesota Tribal Social Services Directory and Minnesota DHS Contacts – American Indian Specialization
- ICWA/MIFPA Checklist.

Resources

From the website, the following documents are available:

- Minnesota DHS Publication, *Indian Child Welfare Act (ICWA) Active Efforts Best Practices*
- "The Indian Extended Family and Its Relationship to Parenting"
- "Family Structure and Value Orientation in American Indians" by John G. Red Horse
- "Understanding the Relational Worldview in Indian Families" by Terry Cross.

Other links to resources for more in-depth knowledge and information regarding American Indians are available on the website.

- 2007 Minnesota Tribal/State Agreement for a copy of the TSA; you are strongly encouraged to read this document, and either save an electronic copy or print a copy and file it in your training binder behind the Policy: Federal/State tab.
- National Indian Child Welfare Association (NICWA) - Protecting our Children. Preserving our Culture. For other resources when working with American Indian children
- The American Indian Policy Center for information about sovereignty and history
- Access Genealogy for specific treaties, if you did not visit the site in Chapter 1
- Dawes Act of 1887 (General Allotment Act) at the Indian Land Tenure Foundation web site for information about the impacts of allotment; click the link for Allotment on the left navigation bar; visit if you did not do so in Chapter 1
- Modern American Poetry - About Indian Boarding Schools if you did not visit the site in Chapter 1
- Meriam Report for information about the Reorganization era, if you did not visit the site in Chapter 1
- Genograms to learn more about constructing genograms with families.

Next Steps

The chapter transcript is available on the website.

Consult with your supervisor regarding existing agency protocols for communication, collaboration, and information-sharing with tribes in your area, and questions you may have about the content of this chapter.

Complete the Module 11 Post-Test and print your results.

Remember to check the website and print the documents labeled for classroom use. You will need to bring those documents to class with you.

When you are ready, begin Module 12.