



## Guidance and Discussion Tips for Using the American Indian Enhancement Fact Sheets

Three American Indian Enhancement Fact Sheets were developed for use with staff at all levels of child welfare agencies, including leadership, supervisors, and social workers. The documents can be presented separately or together at appropriate stages in the staff development process. The chart below identifies key points related to each Fact Sheet. Each Fact Sheet illuminates practice tips for social workers to help them exercise cultural sensitivity in the field when communicating with American Indian/Alaska Native children and families, in case planning, and in court proceedings. The Fact Sheets are designed to enhance transfer of learning for the cultivation of engagement skills, and strengthen support for culturally appropriate practice at all levels.

<p style="text-align: center;"><b><i>Following the Spirit of ICWA</i></b> <b><i>Supports: Enhanced Collaboration</i></b> <b><i>Culturally appropriate placement</i></b></p>	<p style="text-align: center;"><b><i>Reasons Why People Do Not Claim To Be American Indian</i></b> <b><i>Supports: Effective Inquiry</i></b> <b><i>Culturally appropriate placement</i></b></p>	<p style="text-align: center;"><b><i>Tribal Sovereignty and Child Welfare</i></b> <b><i>Supports: Enhanced Collaboration</i></b> <b><i>Culturally appropriate placement</i></b></p>
<p>Not all tribes are federally recognized.</p> <p>Children may be descendants of tribal members but not eligible for enrollment.</p> <p>Spirit of ICWA intends to treat these as ICWA cases following the Spirit of the Act.</p> <p>Research shows that children who stay connected to their culture and community have better outcomes.</p> <p>Following the Spirit of ICWA can increase access to culturally appropriate services through Title VII Indian Education, Tribal TANF, and some healthcare services.</p> <p>Following the Spirit of ICWA strengthens positive outcome potential and reduces costs.</p>	<p>Many American Indians/Alaska Natives do not have complete knowledge of their tribal heritage and often will not claim their heritage when speaking with social workers.</p> <p>Urban areas have special challenges due to relocation policies that led many AI/AN's away from reservation living to join a growing workforce in larger cities.</p> <p>Encourage social workers/intake workers to state (rather than ask), 'if you are AI/AN or believe you may be affiliated with a tribe, there are additional services (ICWA) that are available to you.'</p> <p>Social workers should ask if the child is Indian even if the child and family may not "look" as though they have American Indian/Alaska Native ancestry.</p> <p>Culturally appropriate inquiry and effective noticing reduce ICWA-related appeals and therefore reduce costs.</p>	<p>Being American Indian is not only a racial/ethnic distinction; it is also a political status.</p> <p>The United States has a government-to-government relationship with American Indian/Alaska Native tribes.</p> <p>Today tribes exercise their sovereignty to define expert witness criteria and during Tribal Customary Adoption (CA AB 1325).</p> <p>As sovereign entities tribes have designated ICWA representatives for the process of receiving notice from state child welfare agencies and courts in which an Indian child welfare case has been filed.</p> <p>If the child's tribe does not intervene in a case or assume jurisdiction, the case continues to maintain ICWA status and culturally appropriate active reunification services are still required.</p> <p>Attempt to resolve the case informally before having to resolve the case before a judge.</p>



## Discussion Tips for using Fact Sheet: *Following the Spirit of ICWA*

<b>Following the Spirit of ICWA</b>	<b>Leadership Discussion Questions</b>	<b>Unit Discussion Questions</b>	<b>Supervisors Discussion Questions</b>	<b>Social Worker Staff Discussion Questions</b>
<p>Not all tribes are federally recognized.</p> <p>Children may be descendants of tribal members but not eligible for enrollment.</p> <p>Spirit of ICWA intends to treat these as ICWA cases following the Spirit of the Act</p> <p>Research shows that children who stay connected to their culture and community have better outcomes.</p> <p>Following the Spirit of ICWA can increase access to culturally appropriate services through Title VII Indian Education, Tribal TANF, and some healthcare services.</p> <p>Following the Spirit of ICWA strengthens positive outcome potential and reduces costs.</p>	<p>Facilitator: Toolkit Lead sets date for discussion and asks team to review document. Recommend 15-30 minutes.</p> <p><b>Discussion Questions:</b>                      What are our reactions to this information?</p> <p>Do we encounter children who fall into this category (members of non-recognized tribe, or not eligible for enrollment)?</p> <p>Do we know of any unrecognized tribes in our county?</p> <p>Are there any benefits to adapting current practice to support the Spirit of ICWA?</p> <p>What practice changes can we implement?</p> <p>What do we want to convey to our supervisors? And social workers?*</p>	<p>Facilitator: Toolkit Lead sets date for discussion and asks Unit team to review document. Recommend 15-30 minutes.</p> <p><b>Discussion Questions:</b>                      Do we encounter children who fall into this category (members of non-recognized tribe, or not eligible for enrollment)?</p> <p>Do we know of any unrecognized tribes in our county?</p> <p>Are there any benefits to adapting current practice to support the Spirit of ICWA?</p> <p><b>Share Leadership discussion points.*</b></p> <p>What practice changes can we implement?</p> <p>What do we want to convey to our supervisors? And social workers?</p>	<p>Facilitator: Toolkit Lead sets date for discussion and asks Supervisors to review document. Recommend 15-30 minutes.</p> <p><b>Discussion Questions:</b>                      Do we encounter children who fall into this category (members of non-recognized tribe, or not eligible for enrollment)?</p> <p>Do we know of any unrecognized tribes in our county?</p> <p>Are there any benefits to adapting current practice to support the Spirit of ICWA?</p> <p><b>Share Leadership &amp; Unit discussion points.*</b></p> <p>What practice changes can we implement?</p> <p>What do we want to convey to our supervisors? And social workers?</p>	<p>Facilitator: Toolkit Lead sets date for discussion and asks social workers to review document. Recommend 15-30 minutes.</p> <p><b>Discussion Questions:</b>                      Do we encounter children who fall into this category (members of non-recognized tribe, or not eligible for enrollment)?</p> <p>Do we know of any unrecognized tribes in our county?</p> <p>Are there any benefits to adapting current practice to support the Spirit of ICWA?</p> <p><b>Share Leadership, Unit &amp; Supervisors discussion points.*</b></p> <p>What practice changes can we implement?</p> <p>How can we support these practice changes?</p>



**Discussion Tips for using Fact Sheet:**  
*Reasons Why People Do Not Claim to Be American Indian*

<b>Reasons Why People Do Not Claim To Be American Indian</b>	<b>Leadership Discussion Questions</b>	<b>Unit Discussion Questions</b>	<b>Supervisors Discussion Questions</b>	<b>Social Worker Staff Discussion Questions</b>
<p>Many AI/AN’s do not have complete knowledge of their tribal heritage and often will not claim their heritage.</p> <p>Urban areas have special challenges due to relocation policies that led many AI/AN’s away from reservation living.</p> <p>Social workers should state (rather than ask), 'if you are AI/AN or believe you may be affiliated with a tribe, there are additional services (ICWA) available to you.'</p> <p>Social worker should ask if the child is Indian even if the child and family may not “look” American Indian/Alaska Native.</p> <p>Culturally appropriate inquiry and effective noticing reduce ICWA-related appeals and therefore reduce costs.</p>	<p>Facilitator: Sets date for discussion and asks team to review document. Recommend 15-30 minutes.</p> <p><b>Discussion Questions:</b> What are our reactions to this information?</p> <p>Do we encounter children who fall into this category (that are reluctant to disclose their heritage)?</p> <p>Are we aware of challenges in our division to successful identification of Indian children?</p> <p>Are there any benefits to adapting current practice to support changes in inquiry?</p> <p>What practice changes can we implement?</p> <p>What do we want to convey to our supervisors? And social workers?*</p>	<p>Facilitator: Sets date for discussion and asks Unit to review document. Recommend 15-30 minutes.</p> <p><b>Discussion Questions:</b> What are our reactions to this information?</p> <p>Do we encounter children who fall into this category?</p> <p>Are we aware of challenges in our division to successful identification of Indian children?</p> <p>Are there any benefits to adapting current practice to support changes in inquiry?</p> <p><b>Share Leadership discussion points.*</b></p> <p>What practice changes can we implement?</p> <p>What do we want to convey to our supervisors? And social workers?</p>	<p>Facilitator: Sets date for discussion and asks Supervisors to review document. Recommend 15-30 minutes.</p> <p><b>Discussion Questions:</b> What are our reactions to this information?</p> <p>Do we encounter children who fall into this category?</p> <p>Are we aware of challenges in our division to successful identification of Indian children?</p> <p>Are there any benefits to adapting current practice to support changes in inquiry?</p> <p><b>Share Leadership &amp; Unit discussion points.*</b></p> <p>What practice changes can we implement?</p> <p>What do we want to convey to our social workers?</p>	<p>Facilitator: Sets date for discussion and asks social workers to review document. Recommend 15-30 minutes.</p> <p><b>Discussion Questions:</b> What are our reactions to this information?</p> <p>Do we encounter children who fall into this category?</p> <p>Are we aware of challenges in our division to successful identification of Indian children?</p> <p>Are there any benefits to adapting current practice to support changes in inquiry?</p> <p><b>Share Leadership, Unit &amp; supervisors discussion points.*</b></p> <p>What practice changes can we implement?</p> <p>How can we support these practice changes?</p>



## Discussion Tips for using Fact Sheet: *Tribal Sovereignty and Child Welfare*

Tribal Sovereignty and Child Welfare	<i>Leadership Discussion Questions</i>	<i>Unit Discussion Questions</i>	<i>Supervisors Discussion Questions</i>	<i>Social Worker Staff Discussion Questions</i>
<p>Being American Indian is not only a racial/ethnic distinction; it is also a political status. The United States has a government-to-government relationship with tribes.</p> <p>Today tribes exercise their sovereignty to define expert witness criteria and during Tribal Customary Adoption.</p> <p>As sovereign entities, tribes have designated ICWA representatives.</p> <p>If a tribe does not intervene in a case or assume jurisdiction, the case maintains ICWA status, and culturally appropriate active reunification services are still required.</p> <p>Attempt to resolve the case informally before having to resolve before a judge.</p>	<p>Facilitator: Sets date for discussion and asks team to review document. Recommend 15-30 minutes.</p> <p>What are our reactions to this information?</p> <p>Do we encounter children who fall into this category (Tribal Customary Adoption cases, or other issues)?</p> <p>Are we aware of our local tribal ICWA designated agents or ICWA advocate?</p> <p>Are there any benefits to strengthening relationships with local tribes and ICWA agents?</p> <p>What practice changes can we implement?</p> <p>What do we want to convey to our supervisors? And social workers?*</p>	<p>Facilitator: Sets date for discussion and asks Unit to review document. Recommend 15-30 minutes.</p> <p>What are our reactions to this information?</p> <p>Do we encounter children who fall into this category?</p> <p>Are we aware of challenges in our division to successful collaboration with Tribes?</p> <p>Are there any benefits to adapting current practice to support collaboration?</p> <p><b>Share Leadership discussion points.*</b></p> <p>What practice changes can we implement?</p> <p>What do we want to convey to our supervisors? And social workers?</p>	<p>Facilitator: Sets date for discussion and asks Supervisors to review document. Recommend 15-30 minutes.</p> <p>What are our reactions to this information?</p> <p>Do we encounter children who fall into this category?</p> <p>Are we aware of challenges in our division to successful collaboration with Tribes?</p> <p>Are there any benefits to adapting current practice to support collaboration?</p> <p><b>Share Leadership &amp; Unit discussion points.*</b></p> <p>What practice changes can we implement?</p> <p>What do we want to convey to our social workers?</p>	<p>Facilitator: Sets date for discussion and asks social workers to review document. Recommend 15-30 minutes.</p> <p>What are our reactions to this information?</p> <p>Do we encounter children who fall into this category?</p> <p>Are we aware of challenges in our division to successful collaboration with tribes?</p> <p>Are there any benefits to adapting current practice to support collaboration?</p> <p><b>Share Leadership, Unit &amp; supervisors discussion points.*</b></p> <p>What practice changes can we implement?</p> <p>How can we support these practice changes?</p>