



Commission on Native Children

June 23, 2023

11 am – 1 pm AKT/1 – 3 pm MT/2 – 4 pm CT/3 – 5 pm ET

Virtual Hearing: Education and Social Services to Prevent and Address Youth Justice Involvement

This panel will examine the state of knowledge about social service and education interventions for youth with justice involvement and how the intersecting systems can be better mobilized to improve outcomes for Native youth by reducing engagement, length of incarceration and recidivism. Studies show that well-designed and well-implemented plans for family and community engagement have positive results for the prevention, intervention and response to delinquency involvement both in and out of Native communities. Similarly, new trauma-informed and resilience-based approaches that consider gender and culture have demonstrated improved outcomes by linking social services and education with justice programs and interrupting the school to prison pipeline. These strategies focus on developing and continually improving goal-linked programs of family and community engagement in both a residential and community environment. The panelists will provide insights into successful research and practices to improve outcomes for Native justice-involved youth and their families.

- Introductions and welcome (5 minutes) Chair O’Neill
- Invocation (3 minutes) Called upon
- Review of Commission Norms (2 minutes) Chair O’Neill

The Commission will adhere to the following norms in all interactions:

- To incorporate ceremony and/or prayer to begin each meeting
- To recognize and celebrate what is working
- To respect all ideas
- To be mindful of each person’s own behavior and reactions so as not to repeat trauma behaviors

Panelists:



Lauren van Schilfgaarde (Cochiti Pueblo) is Assistant Professor of Law at UCLA School of Law and previously was a UCLA Law Research Fellow and the San Manuel Band of Mission Indians Tribal Legal Development Clinic Director at UCLA Law. van Schilfgaarde supervised live-client projects concerning tribal governance and justice systems, ethics, cultural resource protection, voting, child welfare, and more. She received her undergraduate degree at Colorado College and her law degree from UCLA School of Law.

van Schilfgaarde previously served as the Tribal Law Specialist at the Tribal Law and Policy Institute (TLPI) in West Hollywood, CA. At TLPI, van Schilfgaarde coordinated training and technical assistance to tribal courts, focusing primarily on Tribal Healing to Wellness Courts, restorative justice, tribal court infrastructure, and federal Indian law. At TLPI, van Schilfgaarde worked with over eighty tribal nations on various legal infrastructure projects. van Schilfgaarde served as a law clerk for the Native American Rights Fund and Legal Aid Foundation of Los Angeles. She was a Public Interest Fellow at American Civil Liberties Union of Colorado.

van Schilfgaarde currently serves as Vice-Chair for the Native American Concerns Committee of the American Bar Association, as a Commissioner for the Lawyers Network Commission of the Center for Reproductive Rights, and as a Board Member of the Doris Duke Charitable Foundation Child Well-being Program.



Keith Cruise is Professor of Psychology in the Department of Psychology at Fordham University. Dr. Cruise is also the Co-Director of the Center for Trauma Recovery and Juvenile Justice (CTRJJ), a NCTSN Category II training and technical assistance center focused on enhancing a framework of trauma-informed care for youth and families with justice system involvement. Dr. Cruise conducts research on the clinical-forensic assessment of adolescents within the juvenile justice system and has received grant funding (NIJ, OJJDP, SAMHSA) to examine the effectiveness of enhanced mental health screening for poly-victimization, trauma-informed case planning, and the impact of trauma screening on service delivery and legal outcomes for justice-involved youth. Dr. Cruise provides technical assistance and consultation to local and state juvenile justice systems on behavioral health screening, evidence-based use of risk/needs assessments, trauma treatment implementation, and collaborative, system-level coordination to enhance trauma informed care. His overarching focus is adopting, implementing, and sustaining evidence-based practices to increase access to appropriate services, enhance adolescent and family functioning, and capitalize on strengths and support resilience while also maintaining community safety.



Keri Mabry is a social worker, lecturer, writer, and proud member of the Navajo Nation. She received a B.A. in Psychology from Harvard University and a Master of Social Work (MSW) from the Silberman School of Social Work at Hunter College, with a concentration in Clinical Practice with Individuals, Families, and Groups and a specialization in Child Welfare. She holds an MPhil in Social Welfare from The Graduate Center, City University of New York (CUNY), where she is currently a doctoral candidate. Keri worked in the field of child welfare while earning her MSW and works in the areas of education law and disability advocacy as a Forensic Social Worker at the Legal Aid Society. She has taught research, social policy, and human behavior to social work students at Hunter and Lehman Colleges.