

TABLE OF CONTENTS

	Page
Ohén:ton Karihwatéhkwen/ Mohawk Thanksgiving Address	5
Kiokieren:ton /Introduction	13
Chapter One: Social Construction Complements the Indigenous Worldview and Family Therapy	23
Chapter Two: The Inquiry Process with Social Construction	55
Chapter Three: A Brief Indigenous Story Of 500 Years of Colonization	73
Chapter Four: My Personal Story	97
Chapter Five: Kahwà:tsire Family Therapy Practice ~ Knowledge as Meta-Themes	125
Chapter Six: Kahwà:tsire Family Therapy Practice ~ Indigenous and Culturally Sensitive Healing Approaches	143
Chapter Seven: Kahwà:tsire Family Therapy Practice ~ Case Study	161
Chapter Eight: Kahwà:tsire Family Therapy Practice ~ Sharing the Model	189
Chapter Nine: Reflections and Closing the Circle	199
Sakarihwaho:ton/Mohawk Thanksgiving Closing Address	211
Appendix A: Trauma Factors of Residential School Survivors	212
Appendix B: Trauma Factors of Children of Residential School Survivors	213
Appendix C: The Trauma Factors of Fostered and Adopted Children	214
References	215
Summary	224

LIST OF ILLUSTRATIONS

	Page
<i>Figure 1.</i> Spirituality is at the centre of Oneness	36
<i>Figure 2.</i> The stages of the life cycle	37
<i>Figure 3.</i> Circles of inter-related relationships	38
<i>Figure 4.</i> Requirements for healthy children and families	40
<i>Figure 5.</i> Four aspects and the will	41
<i>Figure 6.</i> The stages of education	42
<i>Figure 7.</i> Four plus genders	43
<i>Figure 8.</i> Map of British Columbia	65
<i>Figure 9.</i> Performance Methodology	69
<i>Figure 10.</i> <i>Guswenta</i> Two-row Wampum Belt	77
<i>Figure 11.</i> Colonization relates to the Circle with superiority	77
<i>Figure 12.</i> The Indigenous worldview following its intersection with the European colonization	83
<i>Figure 13.</i> Native communities and organizations repeat the residential school hierarchy	84
<i>Figure 14.</i> Colonized social hierarchy and the reversal of the Indigenous social roles	89
<i>Figure 15.</i> Reversal of roles in the family after the residential school experience	90
<i>Figure 16.</i> Healing multiple trauma	129
<i>Figure 17.</i> Concentric circles of the healing paradigm	130
<i>Figure 18.</i> Residential school photos	131
<i>Figure 19.</i> Children are removed from the centre of the family	131
<i>Figure 20.</i> Child base, roles, and relationships are impacted	132
<i>Figure 21.</i> Three generations of trauma are created by the residential school	132
<i>Figure 22.</i> Intergenerational lost childhood	138
<i>Figure 23.</i> Culturally sensitive Euro-Canadian therapeutic approaches	155
<i>Figure 24.</i> Culturally sensitive Euro-Canadian approaches that complement Indigenous teachings	156
<i>Figure 25.</i> Current trauma recovery therapies	157
<i>Figure 26.</i> The case study family genogram	163
<i>Figure 27.</i> Naming the generations of trauma and grief	172