

NCRE PLENARIES

OPENING PLENARY

Thursday 9:30-10:45

Sharing Values, Rooting in Place: Indigenous Research Methodologies

Tess Abrahamson-Richards (Spokane)¹ and Victoria O'Keefe (Cherokee Nation/Seminole Nation) with Alva Gachupin (Pueblo of Jemez)³ and Natalie Moyer³

¹University of Washington, Hummingbird Indigenous Family Services; ²Department of International Health, Johns Hopkins Bloomberg School of Public Health, Center for Indigenous Health, ³James Bell Associates

This collaborative presentation brings together the conversations of two Indigenous scholars, a current PhD student and assistant professor, reflecting upon their own personal and professional journeys with Indigenous Research Methodologies. One of them, doctoral student Tess Abrahamson-Richards, will join us to provide a broad overview of Indigenous Research Methodologies as a growing movement and space to challenge Western/Eurocentric Research as the status quo. She will emphasize vast intricacies rooted in cultural worldviews, values, and place, demonstrating that Indigenous Research Methodologies cannot be uniformly defined or practiced. Finally, she will reflect upon and will raise questions about the future of Indigenous Research Methodologies, especially with promising changes in the policy and funding landscape and the ongoing rapid growth of Indigenous scholars' thinking, writing, and sharing their innovations grounded in diverse cultural values. Following this presentation, Alva Gachupin, MPH, and Natalie Moyer, MSW, will join Tess for a panel discussion on these important topics.

PLENARY

Thursday 12:30-2:00

A Reflection from the Research Field in the Adaptation of an Evidence-Based Navajo Family Intervention, the Family Listening Program

Lorenda Belone (Navajo/Dine'),¹ David J. Tsosie (Navajo/Dine'),² Kayetrina Raphealito (Navajo/Dine'),³ Ernest Desiderio (Navajo/Dine'),² Lesita Desiderio (Navajo/Dine')²

¹University of New Mexico, College of Population Health and the Center for Participatory Research; ²Nahata Dził Community Member; ³Ramah Navajo Prevention Program, Ramah Navajo School Board, Inc.

The Family Listening Program (FLP) is an evidence-based, culture-centered, intergenerational family strengthening program that was co-developed in partnership with the University of New Mexico's Center for Participatory Research and Ramah Navajo through funding (2015-2021) from the National Institutes of Health (NIH). The FLP brings together fourth and fifth graders and their parent/caregiver to strengthen family communication and connectedness to culture and language as protective factors and to reduce risky behaviors associated with the initiation of substance use among the youth. Based on the experience of Ramah Navajo the current NIH study is exploring and assessing the implementation context for the FLP program with three new tribal communities two of which are Navajo. In this presentation we will share the experience of Ramah Navajo as coach and Nahata Dził as a new community and their experience as Community Advisory Board members in the adaptation and cultural-centering of their own FLP program.

PLENARY

Friday 8:30-10:00

Protecting the Generations, an Indigenous Perspective on Child Development: Breaking the Intergenerational Cycle of Trauma through a Culturally Grounded Early Childhood Intervention for Parents and Caregivers

Teresa Brockie (Fort Belknap Aaniiih), Adriann Ricker (Fort Peck Assiniboine and Sioux), Ellie Decker

Johns Hopkins University School of Nursing

The Little Holy One Research Project is a community and culturally grounded project developed in collaboration by members of the Fort Peck Tribes and Dr. Teresa Brockie to strengthen protective factors to reduce incidence of substance use and risk of suicide. Many Native American parents have endured adverse childhood experiences and traumas that can negatively impact capacity for positive parenting. Through this study, results will provide insights about the potential of a culturally based intervention to reduce parental distress - an upstream approach to reducing risk for children's later substance misuse and suicidality. Intervention design features, including use of community health workers, cultural grounding, and administration in Head Start settings lend potential for feasibility, acceptability, sustainability, and scalability.

BOB EMDE MEMORIAL PLENARY

Friday 1:00-2:30

Answering Our Own Questions to Restore Thriving Communities of Practice: A Dialogue with Indigenous Methodologists About Community-Based Inquiry from within Communities of Practice

Indigenous Early Learning Collaborative - Tarajeau Yazzie-Mintz (Diné); Joshua Sparrow
Wiikwedong Early Learning Collaborative - Cheryl LaRose, Lisa Denomie (Keweenaw Bay Indian Community), Jackie Treadeau, Terri Swartz (Keweenaw Bay Indian Community), Kim Swanson, Heather Wood (Keweenaw Bay Indian Community)
Wicoie Nandagikendan - Jewell Arcoren (Dakota Sisseton Whapeton), Fawn YoungBear-Tibbetts (White Earth Band of Ojibwe)
Daybreak Star Preschool - Nick Terrones (Chumash)
INPEACE/ Keiki Steps - Kalehua Carceres (Native Hawaiian), Sanoë Marfil (Native Hawaiian), LeReen Carr, Courtney Perreira, Noelani Napuelua-Patronis (Native Hawaiian)

The Indigenous Early Learning Collaborative (IELC) is a collective of early childhood practitioner-researchers who lead local Community-Based Inquiries focused on strengthening systems of care and learning across four Indigenous communities of practice. The Community-Based Inquiry approach aligns with the aspirations, philosophy, and methodological traditions of Indigenous research methodologies. The vision of the collective inquiry process is to ask our own locally defined questions about dilemmas of practice, and to engage in designing locally implemented practices informed by Community-Based Inquiry. Our collective dialogue will contribute to the legacy of Indigenous methodologies by addressing the ways in which CBI joins Indigenous methodologies, describing what this approach looks like for each inquiry, and highlighting the Indigenous knowledge systems that are activated toward restoring thriving communities of practice in early child development, care, and systems across four Indigenous communities.

FILM SCREENING

Thursday 3:30-5:30

Documentary Film Screening: *Imagining the Indian: The Fight Against Native American Mascoting*

Ben West (Southern Cheyenne)¹ and Yancey Burns¹ with Amy West (Southern Cheyenne)²

¹Imagining the Indian: The Fight Against Native American Mascoting;
²University of Southern California

Imagining the Indian is a comprehensive examination of the movement to eradicate the words, images, and gestures that many Native Americans and their allies find harmful, demeaning, and offensive. The film takes a deep-dive into the issues through archival footage and interviews with those involved in the fight. The psychological research is clear, the use of Native American mascots is detrimental, not only to Native people, but to marginalized groups everywhere.

NCRE BREAKOUT SESSIONS

Breakout Session 1

Thursday 11:00-12:00

NCRE SCHOLARS SHARED BREAKOUTS

Traditional Lifeways and Community Caregiving: Decolonizing our Understanding of Caregiver-child Attachment in Partnership with the Colville Confederated Tribes

Meenakshi Richardson (Haliwa-Saponi),¹ Sara Mills (Sanpoil and Entiat bands of the Colville Confederated Tribes),¹ Sara F. Waters,¹ Alvina Marris (Walwama and Arrow Lakes band of the Colville Confederated Tribes),² Fawn Harris,¹ Myra Parker (Mandan-Hidatsa-Cree)³

¹Washington State University Vancouver; ²Confederated Tribes of the Colville Reservation; ³University of Washington

Attachment theory has significantly influenced developmental science (Sroufe, 2005). However, this work has not engaged with diverse or culturally-specific practices (Keller, 2018). The healthy development of Indigenous children is intertwined with the child-caregiver bond, rooted in culture and traditional life-ways (Johnson-Jennings, Billiot, & Walters, 2020; Ulrich, 2019). In the current study, Indigenous voices highlight the nature of child development and the child-caregiver bond among the Colville Confederated Tribes. A focus group (N=7) and semi-structured interviews (N=21) were conducted during the early stages of the COVID-19 pandemic. Participants identified as parents, caregivers, elders, culture & language experts, and early childhood educators. Hybrid coding (Fereday & Muir-Cochrane, 2006) and applied thematic analyses (Guest et al., 2012) identified five primary themes and seven subthemes. Findings highlight the limitations of attachment theory and speak to the need for caregiving-based strategies to heal intergenerational trauma transmission. Implications for future research will be discussed.

Conceptualizing Early Relational Wellbeing from an Indigenous Perspective

Chelsea A. Wesner (Choctaw Nation),¹ Nancy L. Asdigian,¹ Jessica Barnes-Najor,² Nancy Rumbaugh Whitesell,¹ and the Early Relational Wellbeing Community of Learning¹

¹Tribal Early Childhood Research Center, Colorado School of Public Health, University of Colorado Anschutz Medical Campus; ²Office for Public Engagement and Scholarship, Michigan State University

We describe a community-engaged process of conceptualizing early relational wellbeing (ERW) from an Indigenous perspective, specifically reflecting American Indian and Alaska Native worldviews. As a Community of Learning comprised of early childhood researchers, practitioners, and program funders, we sought to understand and describe Indigenous ERW, identify key drivers and indicators of this construct, and co-create a conceptual model to guide future research and practice. Our collaborative process involved extensive literature reviews on parent-child relationships and relational frameworks that support Indigenous early child development. Through this process, we developed a model of Indigenous ERW that applies an established Indigenous connectedness framework to early childhood within Indigenous families and contexts. The model highlights relational practices as seeds of connectedness within communities and families, across generations, and with the environment, and is guiding the development of a culturally grounded measure of ERW for early childhood practice, research, and policy.

Applying the Traditional Ecological Knowledge Framework to Understand and Measure the Role of Land, Nature-based Traditional and Spiritual Practices and Wellbeing among Indigenous Communities

Helen Russette (Chippewa-Cree Tribe),¹ Kyle Hill (Turtle Mountain Band, Sisseton-Wahpeton Sioux Tribe, and Cheyenne River Sioux Tribe),² Tina Handeland (Lac du Flambeau band of Lake Superior Ojibwe),¹ Faith Price (Assonet Band of Wampanoag descendant)³

¹Johns Hopkins Center for Indigenous Health; ²University of Minnesota; ³Washington State University

This presentation discusses the relevance and importance of using Indigenous theoretical frameworks in research especially involving Indigenous people, communities, and land. We introduce the Traditional Ecological Knowledge (TEK) framework as it relates to social determinants of health, climate change, and wellbeing. Collectively, the following three studies apply Indigenous research methods and the TEK and Indigenous Connectedness theoretical frameworks: Study 1 measures the association between participation in nature-based traditional and spiritual practices and Native language use on positive mental health among Indigenous adults participating in the *Healing Pathways* longitudinal study (HP); Study 2 measures land type and participation in nature-based traditional and spiritual practices among Indigenous youth participating in HP; and Study 3 describes youth and parent perspectives on an outdoor intervention ("Project Venture") tailored to Native American youth in an urban setting. Collectively, these studies demonstrate promising findings and discuss the importance of how we approach and design strengths-based studies.

The NIH HEAL Initiative Native Collective Research Effort to Enhance Wellness: Addressing Overdose, Substance Use, Mental Health, and Pain

Kathy Etz & Angela Walden (Cherokee Nation)

National Institute on Drug Abuse

We will share information on a new NIH Initiative to spur research led by Tribes and Native American Serving Organizations to address substance use, overdose, or pain as well as related factors such as mental health and wellness.

TRC Native Language and Culture Community of Learning Meeting

A TRC CoL formed in 2011 to examine the cultural sensitivity of various early childhood research instruments, particularly the Classroom Assessment Scoring System (CLASS) has evolved and continued to collaborate on activities that collectively examine how Native language and culture support children's development and well-being. Now recognized as the Native Language and Culture CoL, its members explore issues related to the measurement of Native language and culture at home, in the community and in early childhood classrooms. These activities are important for growing an understanding of how child, community, and program assessments are conducted in AIAN communities. The Native Language and Culture CoL is working toward the development of policy and practice recommendations based on their findings.

Research Dissemination as an Essential Component of Indigenous Research Methodologies

Jessica Saniġaq Ullrich (Inupiaq, Tribal citizen of Nome Eskimo Community, descendent Native Village of Wales)

Washington State University

Indigenous research methodologies has an ethic to benefit the Indigenous community we partner with. In this presentation Dr. Ullrich will share how research dissemination has taken place in two projects involving the Indigenous Connectedness Framework and a study of community level protective factors in Alaska. Presentations using multiple platforms for a wide variety of audiences have been provided. Curriculum development to support child and community wellbeing is underway. Advocacy for systems change within the child welfare, education, and healthcare systems has occurred through publications in newsletters, newspapers, journals, videos, and a magazine. Research dissemination is one of the most important ways of co-creating a better future with and for Indigenous children and youth. As researchers, we are both scientists and leaders for positive change.

Breakout Session 2

Thursday 2:15-3:15

NCRE SCHOLARS SHARED BREAKOUTS

Reclaiming Kinship through Intergenerational Love: Indigenous Relative Caregivers' Desires for Child Welfare

Cary Waubanasum (Oneida Nation of Wisconsin)

University of Wisconsin Green Bay

This study examines Indigenous relative caregiver kinship practices in the context of child welfare. Indigenous centered child welfare practices are limited for Indigenous families within child welfare. Centering Indigenous worldviews in child welfare and Indigenous kinship practices are important in improving child welfare practices and systems.

The Power of Community Is Working: Implementation Evaluation of PC CARES, an Alaska Native Community-Based Suicide Prevention Program

Lauren White (Choctaw),¹ Lisa Wexler,¹ Tara Schmidt,¹ Diane McEachern,² Suzanne Rataj,³ Roberta Moto (Iñupiaq),⁴ Josie Garnie, Josie (Iñupiaq)⁵

¹University of Michigan; ²University of Alaska Fairbanks; ³University of Massachusetts Amherst; ⁴Maniilaq Association; ⁵Norton Sound Health Corporation

Suicide poses a significant disparity for AIAN communities due to historical trauma and colonization. Efforts have grown to build evidence-based approaches that widen the aperture of suicide prevention, proactively engaging AIAN people in everyday prevention behaviors. However, the contextual complications of shifting from top-down, expert driven (e.g., risk detection, clinical treatment), to local, everyday (e.g., changing community norms for safe firearm storage) activities remain underexplored. Deeper understanding of the determinants of implementation for upstream interventions in AIAN communities is needed.

This study uses explanatory sequential mixed-methods to evaluate the implementation of Promoting Community Conversations about Research to End Suicide (PC CARES). Using Consolidated Framework for Implementation Research (CFIR), an evidence-based implementation framework designed to identify and contextual barriers and enablers of implementation. Centering the perspectives of local PC CARES facilitators, we report evaluation findings on implementation challenges and supports.

Implications for strengthening future upstream prevention efforts with NA communities are discussed.

A Path Toward Health Equity for Indigenous Communities: A Psychological Perspective

Ashley B. Cole (Citizen Potawatomi Nation)

Oklahoma State University

Many American Indian/Alaska Native (AI/AN)/Indigenous communities experience high rates of health inequities, including tobacco-related health conditions, alcohol and substance use disorders, historical and contemporary trauma, suicide deaths, and more recently, negative impacts of the COVID-19 global pandemic. These health inequities have catastrophic mental health and public health impacts; yet, these research areas remain largely understudied among AI/AN populations. Importantly, AI/AN communities also continue to thrive, persevere, and lead the pathway in health promotion practices despite enduring devastating health inequities. Indigenous traditional ways of being and cultural practices have the potential to inform Westernized research approaches.

As an American Indian (Potawatomi) woman, I am excited to conduct culturally relevant research that aims to address health inequities and promote strengths among AI/AN/Indigenous communities. The overall objective of my research program is to inform existing prevention and intervention efforts to improve the health of AI/AN communities. Ultimately, my collaborative work will lead to the development of evidence-based, culturally-relevant interventions that address health inequities and promote health for AI/AN/Indigenous communities.

NCRE STARS POSTER SYMPOSIUM

Cultural Acceptability of Alcohol Use Interventions among Indigenous College Students

Katherina Arteaga (Ysleta del Sur Pueblo),¹ L.D. Unger,² A.L. Blair (Cherokee Nation),¹ C.M. Armstrong (Muscogee [Creek] Nation),¹ R.E. Anderson,² A.B. Cole (Citizen Potawatomi)¹ 1Oklahoma State University; 2University of North Dakota

Limited research has explored the cultural acceptability of alcohol misuse interventions in Indigenous populations. This research study aimed to explore the acceptability of motivational interviewing (MI) and 12-step programs among a sample of Indigenous college students. Indigenous college students 18 years and older (M=24.4) completed an online survey that assessed alcohol misuse intervention acceptability ratings and alcohol use behaviors (Total N=390; women=310, men=80). One hundred and sixteen participants met criteria of being at risk for alcohol use disorder (AUD). Separate 2x2 ANOVAs were conducted to assess main and interaction effects of gender and risk level on acceptability ratings for MI and 12-step programs. Across both models, risk level significantly predicted higher acceptability ratings ($p=.021$; $p=.006$). Overall, Indigenous college students had high acceptability ratings of MI and 12-step programs, and both men and women at risk for AUD found these interventions significantly more acceptable compared to those not at risk.

Secondary Educational Attainment Among Indigenous Adolescents: A Longitudinal Analysis

Reagan Cole (Ponca Tribe of Indians of Oklahoma),¹ Dane Hautala,² Kelley Sittner¹ 1Oklahoma State University; 2Center for Indigenous Health – Great Lakes Hub, Johns Hopkins Bloomberg School of Public Health

Relative to peers of other racial and ethnic groups, Indigenous youth in the United States consistently have higher dropout rates (National Assessment of Educational Progress 2020). Existing research has identified factors that play into whether an Indigenous student will persist to graduation, but studies on longitudinal pathways to dropping out is limited, specifically among Indigenous youth. We conducted a discrete time hazard analysis with a sample of 730 American Indian and First Nations youth from an 8-year longitudinal panel study to identify salient risk and protective factors predicting age of first dropping out. Preliminary findings show time-varying school discrimination and suspension were associated with increased odds of dropping out in the subsequent year, and time-varying positive school adjustment was associated with decreased odds of dropping out in the next year. Time-invariant factors (female gender, parent education level, and family income) were also associated with decreased odds of ever dropping out.

Young Medicine Movement Summer Program

Bobby Pourier II (Oglala Lakota), Elayna Adams (Fort Belknap Aaniiih), Ellie Decker, Teresa Brockie (Fort Belknap Aaniiih) Johns Hopkins University School of Nursing

The Young Medicine Movement (YMM) exists to engage and empower Indigenous youth to improve their environments through higher learning in S.T.E.M. fields, career pursuits, and cultural knowledge. YMM is a 7 week-long summer program that also provides year-round support to scholars. The program takes an upstream methodology to prevent suicide and empower communities.

TRC Early Relational Wellbeing Community of Learning Meeting

The Early Relational Wellbeing (ERW) Community of Learning (CoL) builds on the TRC's prior measurement research and addresses the need for a culturally responsive framework to understand and measure positive early development in Indigenous communities. Recognizing that existing measures may not adequately consider the cultural context, values, and relationships in Indigenous families and communities, this CoL initially chose early relational health as its focus given its conceptual emphasis on positive, nurturing relationships that promote young child development and overall family well-being. The CoL has since shifted to a more holistic focus on ERW, created a framework to explain Indigenous ERW, and is developing a new measure of ERW that reflects Indigenous values and relational practices. For more information about the Early Relational Wellbeing CoL, contact Nancy Whitesell.

Substance Misuse Prevention Trial in the Cherokee Nation

Emily Ivanich,¹ Bethany Livingston,¹ Hannah LaBounty (Cherokee),² Ashley Lincoln (Cherokee),² Juli Skinner (Ponca),² Terrence Kominsky,² Melvin D. Livingston,¹ Kelli Komro¹ 1Emory University; 2Cherokee Nation Behavioral Health

Cherokee Nation Behavioral Health (CNBH) and Emory University collaborate on a substance misuse prevention trial funded by the National Institute on Drug Abuse as part of the HEAL Initiative. The trial targets rural older adolescents in or near the Cherokee Nation Reservation in northeast Oklahoma. An integrated school, family, and community intervention aims to prevent substance misuse and enhance mental health. Twenty rural high schools were enrolled, with 919 10th-grade students surveyed. The Connect intervention and Family Action Kits were implemented, showing completion rates of 82-84%. The community randomized trial emphasizes universal primary prevention for underserved rural and American Indian populations, adapting effective interventions and using randomized cluster trials. The partnership's strength, community engagement, and tribal oversight underscore the project's significance in building research trust and benefiting Indigenous communities.

CBPR WORKSHOP Part 1 of 2**Community Based Participatory Research Workshop: The River of Life and the Importance of Context in Research**Cassidy Armstrong (Muscogee (Creek) Nation),¹ Nicole D. Reed (Choctaw Nation)²¹Oklahoma State University; ²Centers for American Indian and Alaska Native Health, University of Colorado, Anschutz Medical Campus

This two-part workshop will cover a broad overview of the topics covered at the University of New Mexico's annual Community Based Participatory Research (CBPR) Summer Institute. CBPR is defined as a "collaborative approach that equitably involves all partners in research...with the aim of combining knowledge and action for social change to improve health and eliminate health disparities". CBPR will be discussed as an approach for both researchers and community organizations that can prioritize Indigenous knowledge, voices, and experiences. The first session will include a broad overview of CBPR, including background and context to inform the workshop. In the second session, participants will be given the opportunity to engage in an activity titled the "River of Life", a technique that can be used by research and organizations to set the context, motivations, and goals for any given project/partnership. We ask that all participants attend both breakout sessions.

NCRE SCHOLARS COHORT 12 POSTER SYMPOSIUM**Conceptualizing Nutrition through American Indian/Alaska Native/Native Hawaiian Worldviews**

Maudrie, T.L. (Sault Ste Marie Tribe of Chippewa Indians), et al.

Johns Hopkins Bloomberg School of Public Health, Center for Indigenous Health

The relational foodways of American Indian/Alaska Native/Native Hawaiian (AI/AN/NH) peoples were disrupted by the arrival of settlers in North America. The historical food traumas imposed by settlers have resulted in modern health inequities (e.g., food insecurity, type 2 diabetes) and modern food traumas (e.g., diet culture, eating disorders, body dysmorphia). Though these historical and modern food traumas have attempted to disrupt Indigenous foodways, AI/AN/NHs continue to cultivate relationships with food that provide holistic nourishment. Despite the strengths of Indigenous foodways, nutrition is often defined through western worldviews, rooted in deficit-based narratives, and ignores the complexity and beauty of Indigenous foodways. This poster will present a holistic nourishment model informed by qualitative data collected in partnership with Indigenous food sovereignty experts and knowledge holders. This framework and the supporting qualitative data provide a culturally built conceptualization of nutrition composed of four main domains of nourishment and intersecting practices that support holistic wellbeing.

Community Involvement in Indigenous National Research ProjectsJessica Saucedo,¹ Jessica Barnes-Najor,¹ Beedokah Stonefish (Grand Traverse Band of Ottawa & Chippewa Indians),¹ Rick Burnett,¹ and the Native Language and Culture Community of Learning²¹Michigan State University ²Tribal Early Childhood Research Center

American Indian/Alaska Native (AI/AN) community members should have the opportunity to engage in Indigenous national research projects at their preferred level of involvement, ensuring that their voice and perspectives are fully integrated and highlighted. Further, with the vast diversity of AI/AN cultures, community participation in research projects is crucial to influence data assessments and analyses. This poster will provide an overview of our collaborative efforts with various Region XI Head Start programs across the nation to support their own data collection of classroom observations and interactions. It will underscore the significance of involving community members in this process, as well as how we uphold Indigenous data sovereignty and sustain relationships. We will share screenshots of video clips and quotes from community members highlighting their involvement in this pilot Indigenous national research project.

Empowering Indigenous Voices: A Novel Comparison of Talking Circles and Focus Groups among Alaska Native People

Sharnel Vale-Jones (Yaagál)

University of Alaska Anchorage

Indigenous groups have utilized Indigenous research methodologies for time immemorial. However, limited research has explored the utility of Indigenous research data collection methods. This research project explored Alaska Native participant experiences in two types of group data collection methods – Talking Circles (TC) and Western-based focus groups – assessing their social validity and thematic content. The study found that Talking Circles were viewed as more captivating, spiritual, and transformative, whereas focus groups provided an analytical experience. Both approaches showed strengths in capturing the breadth of a topic, and the TCs demonstrated strengths in capturing depth in narratives. This underscores choosing methods that align with the research question, community, and stated objectives. It also emphasizes the transformative potential of TCs and the value of incorporating Indigenous methods alongside Western-based methods. By engaging in culturally responsive research, scholars can contribute to decolonizing knowledge production and a more profound understanding of Indigenous perspectives and experiences.

NCRE SCHOLARS COHORT 12 POSTER SYMPOSIUM continued

Indigenous Perspectives on Family Economic Wellbeing: A Scoping Review of Culturally and Geographically Diverse Economies

Chelsea Wesner (Choctaw Nation),¹ Preetha Raj,¹ Kristen Desanto-²
Deana Around Him (Cherokee Nation),^{1,3} Jessica Barnes-Najor,⁴ Nancy
L. Asdigian,¹ Nancy Rumbaugh Whitesell,¹ and Michelle Sarche (Lac
Courte Oreilles Tribe)¹

¹Tribal Early Childhood Research Center, Colorado School of Public
Health, University of Colorado Anschutz Medical Campus; ²Strauss
Health Sciences Library, University of Anschutz Medical Campus; ³Child
Trends; ⁴Michigan State University

We present a scoping review of peer-reviewed and gray literatures that highlight perspectives of family economic wellbeing (FEW) among Indigenous communities and populations in the U.S. The purpose of this review is to understand the landscape of economic contexts within Indigenous communities and how FEW is conceptualized. A literature search was conducted across six electronic databases, and Covidence was used for title and abstract screening, full text review, and data extraction. Finally, a thematic analysis was used to identify themes across the final set of articles. Our search yielded 1,368 potentially relevant articles to assess, of which 529 were selected for full-text review and 55 were retained. The following major themes emerged: collective responsibility, cultural capital, financial health, mental health, physical health, subsistence living, and Tribal sovereignty. Results will guide the development of a conceptual model and measure of FEW with a Tribal Early Childhood Research Center Community of Learning.

Parental Influences in Youths' Tobacco and Drug Use Resistance in Rural Hawai'i

Sarah Momilani Marshall (Native Hawaiian),¹ Kelsie H. Okamura,² Steven
Keone Chin (Native Hawaiian),³ Adabelle B. Carson,³ Katlyn An,³ Andrew
Subica,⁴ Scott Okamoto³

¹Thompson School of Social Work and Public Health, University of
Hawai'i at Mānoa; ²The Baker Center for Children and Families/Harvard
Medical School; ³Population Sciences in the Pacific Program, University
of Hawai'i Cancer Center; ⁴School of Medicine, University of California
Riverside

Native Hawaiian youth report the highest rate of substance use, especially early initiation, and the highest need for substance and alcohol treatment among ethnic groups in Hawai'i. Rural Hawaiian youth are particularly at-risk for substance use and substance use disorder because they reside in areas with elevated rates of use and they are exposed to high-risk social environments, e.g. family substance use offers. The influence of the family context on youth substance use, e.g. offers from siblings and cousins, has been described as a unique challenge confronting Native youth throughout the US and highlights the strong possibility that substance using behaviors among Native Hawaiian youth exist within a relational context. The intent of this pilot study is to examine parent influences on youths' resistance to substance use in rural Hawai'i through semi-structured interviews and a deliberative focus group / citizens' panel.

Early Detection of and Response to Developmental Delay in at risk Diné (Navajo) Toddlers: Preliminary Results

Joshua Allison-Burbank (Diné & Acoma Pueblo), Taylor Billey (Diné),
Lisa Jim (Diné & Acoma Pueblo), Elizabeth Kushman, and Lisa
Martin(Sault Ste. Marie Tribe of Chippewa)

Johns Hopkins Center for Indigenous Health

This presentation highlights a pilot study aimed to address the disproportionate rates of developmental delay (DD) and associated long term health outcomes on the Navajo Nation where access to culturally competent and effective early identification and intervention for DD is limited. We addressed this gap by testing the effectiveness of a primary and secondary prevention intervention "+Language is Medicine" that can be embedded within increasingly available tribal home visiting services. Our study is grounded in participatory processes and led by a team of Indigenous and allied researchers. This presentation will provide an overview of the adaptation of evidence-based early language facilitation interventions, tribal home visitor training, and preliminary study results.

Preschool Lottery Admissions and Its Effects on Long-Run Earnings and Outcomes

Randall Akee (Native Hawaiian)¹ and Leah R. Clark²

¹University of California Los Angeles and National Bureau of Economic
Research ²US Census Bureau

We use an admissions lottery to estimate the effect of a universal (non-means tested) preschool program on students' long-run earnings, income, marital status, fertility and geographic mobility. We observe long-run outcomes by linking both admitted and non-admitted individuals to confidential administrative data including tax records. Funding for this preschool program comes from an Indigenous organization, which grants Indigenous students admissions preference and free tuition. We find treated children have between 5 to 6 percent higher earnings as young adults. Likely mechanisms include high-quality teachers and curriculum.

The Adaptation of the Parents Taking Action program for Diné families of Children with Autism and Pilot Project Progress

Candi Running Bear (Navajo/Diné),¹ Olivia Lindly,² Davis Henderson
(Navajo/Diné),² Rae Kirby²

¹Western New Mexico University; ²Northern Arizona University

The Parents Taking Action (PTA) program is a manualized, community health worker led, parent education and training program traditionally delivered to parents that have a child with autism in their home. Few parent education and training programs currently exist for Indigenous parents of children with autism including those who identify as Diné (Navajo). This project sought to adapt the PTA program for Diné parents who have a child with autism. To describe this PTA program adaptation for Diné parents of children with autism, we employed a community-engaged case study approach. We interviewed 15 Diné parents that had at least one child with autism about their needs and preferences for the PTA program. We also established a community advisory board that was composed of approximately 13 scholars, health professionals, and parents that had a child(ren) with autism who identified as Diné or who work with Diné communities in Northern Arizona to obtain feedback on the program's adaptation. From our analysis of the parent interview data and based on prior program adaptations, we made adaptations. This case study illustrates how an existing evidence-based parent education and training program was adapted to be more culturally responsive for Diné parents of children with autism

Developing a Journal Call for Papers for American Indian and Alaska Native Child Development and Children's Mental Health

Douglas Novins

University of Colorado; Editor-in-Chief, Journal of the American Academy of Child and Adolescent Psychiatry

Scientific journals such as the Journal of the American Academy of Child & Adolescent Psychiatry (JAACAP; <https://www.jaacap.org>) often issue calls for papers with the goal of soliciting manuscripts focused on a particular topic. JAACAP has an enduring call for papers regarding race and disparities (https://www.jaacap.org/call_for_submissions_effects_of_racism). In this working breakout we will develop a call for papers focused on American Indian and Alaska Native child development and children's mental health.

Breakout Session 4

Friday 11:30-12:30

CBPR WORKSHOP Part 2 of 2

Community Based Participatory Research Workshop: The River of Life and the Importance of Context in Research

Cassidy Armstrong (Muscogee (Creek) Nation),¹ Nicole D. Reed (Choctaw Nation)²

¹Oklahoma State University; ²Centers for American Indian and Alaska Native Health, University of Colorado, Anschutz Medical Campus

This two-part workshop will cover a broad overview of the topics covered at the University of New Mexico's annual Community Based Participatory Research (CBPR) Summer Institute. CBPR is defined as a "collaborative approach that equitably involves all partners in research...with the aim of combining knowledge and action for social change to improve health and eliminate health disparities". CBPR will be discussed as an approach for both researchers and community organizations that can prioritize Indigenous knowledge, voices, and experiences. The first session will include a broad overview of CBPR, including background and context to inform the workshop. In the second session, participants will be given the opportunity to engage in an activity titled the "River of Life", a technique that can be used by research and organizations to set the context, motivations, and goals for any given project/partnership. We ask that all participants attend both breakout sessions.

Identifying Core Components of a Culturally-Grounded After-School Program for Indigenous youth

Amanda Hunter (Yoeme),¹ Felix Muniz (Onk Akimel O'odham, Tohono O'odham, Hualapai),² Mikah Carlos (Onk Akimel O'odham)³

¹Northern Arizona University; ²Arizona State University; ³Salt River Pima Maricopa Indian Community

Native Spirit (NS) is a culturally-grounded after-school program for Indigenous youth (grades 7-12) that was established in 2015. The NS curriculum consists of 13, 1.5-2 hour sessions that are based on local cultural values and led by local cultural knowledge holders. To date, the NS program has been regularly implemented by two Indigenous communities in Arizona. Evaluation data has shown modest increases cultural identity, self-esteem, and resilience and promising impacts on substance use prevention. The purpose of this study was to identify the core prevention components of the NS program. Ten (10) semi-structured interviews were conducted with local cultural knowledge holders who have led NS sessions and are aware of the program objectives and goals. Three Indigenous scholars used an inductive coding process to develop patterns and themes. Participants described the connection between cultural identity and health, important aspects of the NS program, and how geographical context impacts cultural identity.

The Tribal Reservation Adolescents Study: Preliminary Findings from a Social Network Study

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Social network data can be used to describe the dynamic nature of peer and other relational social networks throughout childhood and adolescence and the powerful role these relationships play in the development of adolescent risk and protective behaviors. Research in other populations has demonstrated how social networks impact youth risk and resilience, but data are lacking among American Indian (AI) adolescents. Aims of this study were to describe peer, kin and community social networks and associations with risk and protection for substance use, violence, and suicide among of 9th and 10th graders at three high schools on a Northern Plains reservation. This presentation will describe the implementation of this mixed-methods study and preliminary findings from the quantitative data.

Whose Lens Is It Anyway? Braiding Western and Indigenous Methodologies in Home Visiting Research

Alva Gachupin (Jemez Pueblo),¹ Natalie Moyer,¹ Nancy L. Asdigian,² Chelsea Wesner (Choctaw Nation),² Nancy Whitesell,² Erin Geary,¹ Michelle Sarche (Lac Courte Oreilles Ojibwe Tribe)²

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In this session, the Center for Indigenous Research Collaborations and Learning for Home Visiting (CIRCLE-HV) project team will describe conducting an environmental scan on successful approaches for conducting home visiting research and evaluation. The team will share the process to date, with a special focus on the questions, challenges, and reflections that have come up for the team as a result of the work. The session will conclude with a 40-minute discussion where attendees will have the opportunity to offer their insights, experiences, and thoughts about Western methodologies, Indigenous methodologies, and how these can be braided together to better understand home visiting in Indigenous communities.

Indigenous Methodologies in Training and Technical Assistance: Considerations for Working with Tribal Early Childhood Programs and Tribal Communities

Melody Redbird-Post (Kiowa)

Tribal Child Care Capacity Building Center

The Tribal Child Care Capacity Building Center (TCBC), a service of the Office of Child Care, works to ensure that training and technical assistance (TA) provided is culturally responsive, grounded in Indigenous ways of knowing, and honors the diversity represented within all Tribal communities through cultural humility. TCBC developed a list of lessons learned for TA providers that incorporates Indigenous knowledge into the Equity, Inclusiveness and Culturally and Linguistically Responsive Practices (EI&CLRP) Guiding Principles for TA delivered across early childhood systems. These lessons learned are based on TCBC staff experiences with TA delivery and feedback received from Tribal early childhood program staff.

A Holistic Approach to Support Indigenous Children's Social-Emotional Development in School

Jingjing Sun,¹ Anisa N. Goforth,¹ Sisilia Kusumaningsih,¹ Emily Brooke,¹
Amy Violante,¹ Ronda Howlett (Salish),² Debbie Hogenson (Little Shell
Chippewa),² Kelsey Tritz,² Niki Graham (Salish),¹ and Jaida Lilly¹

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Schools can play a critical role in children's physical, emotional, intellectual, and spiritual aspects of a child's development. For children from minoritized groups, such as native children, schools can also support this development with a holistic approach where they harness children's cultural strengths and foster their identity development. Informed by Tribal Critical Race theory (TribalCrit) and transformative Social-Emotional Learning (SEL), a university research team has partnered with tribal and community leadership in co-designing and implementing a culturally responsive SEL program for native children. The current study investigated children's experiences during two waves of the SEL implementation (Authors et al., 2022). Using a convergent mixed-methods design, we found that children's sense of belonging was enhanced through a more cultural representation within the classroom context. Children's personal wellbeing and cultural identities and values were improved as well.

Reach, Acceptability, and Sustainability of the Native CHOICES Intervention: A Qualitative Study

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The Native Changing High-Risk Alcohol Use and Increasing Contraception Effectiveness Study (Native CHOICES) was tribally led and implemented in a Northern Plains Tribal community to reduce the risk of alcohol-exposed pregnancies (AEP) for adult American Indian (AI) women. Through qualitative interviews consisting of a subgroup of participants who shared their perspectives on the program's satisfaction, reach, acceptability, and sustainability 6 months after their baseline data collection visit, the researchers found the participants were very satisfied with their participation in the CHOICES intervention. They felt the program helped them learn about AEP prevention, goal setting, enjoyed the intervention's elements, believed the program would be acceptable and well-received by other women in their community, and felt the Native CHOICES program should be continued. They also shared how the COVID-19 pandemic affected their drinking habits and access to birth control. These interviews show the receptivity and acceptance of Native CHOICES among AI women.
