

NCRE 2013 PRESENTATION ABSTRACTS



Ahedo, Angelina; Jacobs, Joy; Taula-Lieras, Sophia; Dokes-Brown, Shamika

Native American Health Center

INCREASING PARENTAL RESPONSIVENESS AND CULTURAL CONNECTEDNESS THROUGH CULTURAL ADAPTIONS TO AN EARLY CHILDHOOD TRIBAL HOME VISITING PROGRAM

Session 1.4 – Poster 3

Thursday 1:30-2:45

Shore Family Forum

Through the Tribal Maternal Infant and Early Childhood Home Visiting (MIECHV) program, the Administration for Children and Families has awarded 25 grants to Tribes, Tribal Organizations and Urban Indian Organizations. The goals of the Tribal MIECHV grant program include implementing high-quality, culturally-relevant, evidence-based home visiting programs in AIAN communities and expanding the evidence base around home visiting interventions with Native populations through rigorous evaluation. Tribal home visiting grantees are asking a wide range of evaluation questions and using a diverse set of evaluation designs that align with community interest and priorities. Grantees are investigating implementation strategies to increase retention of families, adapt or enhance home visiting curricula to be more culturally salient and improve home visitor competencies. Other grantees are exploring whether home visiting improves outcomes in their community ranging from maternal and child health, knowledge of child development and parenting stress to social support, connection to culture and community, and utilization of community-based services. This session will begin with a brief introduction to the Tribal MIECHV grant program, including the program's emphasis on rigorous evaluation, community informed and grantee-developed local evaluation plans and supporting grantees to develop evaluation capacity. Attendees will then circulate to review and discuss posters describing the evaluation plans of six Tribal home visiting grantees before reconvening for a group discussion.



Allen, Jim

University of Minnesota Medical School, Duluth Campus

Oney, Ray; Kelly, Marvin; Charles, Bill; Rasmus, Stacy; Ching Ting Fok, Carlotta; People Awakening Team

Center for Alaska Native Health Research University of Alaska Fairbanks

Henry, David

University of Illinois-Chicago

COMPARATIVE EFFECTIVENESS TRIAL OF A CULTURAL SUICIDE AND ALCOHOL ABUSE PREVENTATIVE INTERVENTION FOR RURAL ALASKA NATIVE YOUTH: HOW INTENSIVE AN INTERVENTION IS NECESSARY

Session 3.4

Friday 8:30-9:45

Room 304/305

Alcohol abuse and suicide are primary determinants of health disparity among Alaska Native (AN) people in contrast to the U.S. population. Elluam Tungiinun (toward wellness) is a prevention trial designed to test the efficacy of a community intervention in reducing risk for suicide and co-morbid underage drinking among rural Yup'ik Alaska Native youth ages 12-18. The trial is the continuation of 15-year community based participatory research collaboration between Alaska Native community and university researchers. ET is a strengths-based, multi-level, complex intervention conducted through high levels of community involvement grounded in local cultural practices. The intervention manual allows flexibility to respond to contextual differences across rural communities. Local community members develop activities and staff the project. We report here on a comparative effectiveness study. Results contrast one community (treatment) that produced an intensive intervention using the model, as operationalized by a high number of intervention modules implemented and attended by youth, with a community that at this stage of their intervention efforts, has implemented a lower number of modules attended by youth, producing a lower intensity intervention (comparison). The intervention targets two community identified ultimate prevention variables, Reasons for Life and Reflective Processes about alcohol. In the intervention theory of change, ultimate variables are impacted through more proximal intervention effects on intermediate variables of Individual, Family, and Community Characteristics, and Peer Influences. We constructed mixed effects regression models, and contrasts between treatment and comparison arms produced a significant intended 2 intervention effect on a relevant primary health outcome; intensive but not lower levels of intervention produced impact on Reasons for Life



Anderson, Cyndi

Mosaic Consulting

Snetsinger, Sarah

White Earth Nation

INTERRUPTED TIME SERIES DESIGN RESEARCH IN WHITE EARTH NATION

Session 1.4 – Poster 6

Thursday 1:30-2:45

Shore Family Forum

Through the Tribal Maternal Infant and Early Childhood Home Visiting (MIECHV) program, the Administration for Children and Families has awarded 25 grants to Tribes, Tribal Organizations and Urban Indian Organizations. The goals of the Tribal MIECHV grant program include implementing high-quality, culturally-relevant, evidence-based home visiting programs in AIAN communities and expanding the evidence base around home visiting interventions with Native populations through rigorous evaluation. Tribal home visiting grantees are asking a wide range of evaluation questions and using a diverse set of evaluation designs that align with community interest and priorities. Grantees are investigating implementation strategies to increase retention of families, adapt or enhance home visiting curricula to be more culturally salient and improve home visitor competencies. Other grantees are exploring whether home visiting improves outcomes in their community ranging from maternal and child health, knowledge of child development and parenting stress to social support, connection to culture and community, and utilization of community-based services. This session will begin with a brief introduction to the Tribal MIECHV grant program, including the program's emphasis on rigorous evaluation, community informed and grantee-developed local evaluation plans and supporting grantees to develop evaluation capacity. Attendees will then circulate to review and discuss posters describing the evaluation plans of six Tribal home visiting grantees before reconvening for a group discussion.



Armenta, Brian; Martinez, Miriam M.; Whitbeck, Les B.

University of Nebraska-Lincoln

THE ASSOCIATION BETWEEN ADHD SYMPTOMS AND NICOTINE DEPENDENCE AMONG INDIGENOUS ADOLESCENTS: A LATENT CLASS TRAJECTORY ANALYSIS

Session 5.4

Friday 12:45-2:00

Room 304/305

Scholars have identified attention deficit/hyperactivity disorder (ADHD) as a risk factor for nicotine use among adolescents. Surprisingly, little is known about the link between ADHD and nicotine use among Indigenous adolescents, despite the high rate of smoking among Indigenous populations. We addressed this issue by examining the link between ADHD symptoms and nicotine dependence among a sample of Indigenous youths as they progressed from early (ages 10-12 years) to late (ages 17-19) adolescence. Using latent class trajectory analyses, for inattentive and hyperactive/impulsive symptoms separately we identified the same four developmental trajectories, which included individuals with consistently low ADHD symptoms, increasing ADHD symptoms, decreasing ADHD symptoms, and consistently high ADHD symptoms. Using logistic regression analyses, we examined whether trajectory group membership was associated with differential risk for nicotine dependence in late adolescence. A consistent pattern emerged when considering the trajectory groups as the only predictor; specifically, individuals in the consistently low symptoms trajectory group were less likely to meet criteria for nicotine dependence than individuals in the remaining trajectory groups; individuals in the increasing and decreasing symptoms trajectories were equally likely to meet criteria for nicotine dependence; and individuals in the consistently high symptoms trajectory group were more likely to meet criteria for nicotine dependence than individuals in the remaining trajectory groups. This pattern held for the hyperactive/impulsive trajectory analyses after controlling for conduct disorder (life-time diagnoses). After controlling for conduct disorder, however, individuals in the consistently high symptoms trajectory group were more likely to meet criteria for nicotine dependence than individuals in any other trajectory group, while there were no differences between the remaining trajectory groups. These findings suggest that, among Indigenous adolescents, hyperactive/impulsive symptoms may increase the risk for nicotine dependence in a cumulative manner, while those with consistently high levels of inattentive symptoms may use nicotine as a means of self-medicating.



Around Him, Deana

Johns Hopkins Bloomberg School of Public Health

BIOLOGICAL EMBEDDING OF EARLY EXPERIENCE IN SELF-REGULATION: THE FETUS TO FIVE STUDY, WORK IN PROGRESS

Session 2.2 – Poster 1

Thursday 3:00-4:15

Room 103

The main research questions and design of the Fetus to Five Study are described in this poster. The Fetus to Five Study is a laboratory-based study that investigates the influence of maternal psychosocial factors and socioeconomic status on the development of children's cognitive, emotional, and self-regulatory processes. Study participants include approximately 180 mothers and their five-year-old children from Baltimore, Maryland and the surrounding area. Fetus to Five has two waves of data collection from two different populations. Participants in Wave 1 were recruited from a pool of mothers that participated in a fetal development study, the majority of which are middle-class. Participants in Wave 2 are a community-sample of lower income families. Mothers who participate in the study complete a comprehensive Parent Survey, which captures data on the general health of the mother and child, socioeconomic factors, stressful life events, child behavior, maternal depression, and maternal substance use both during pregnancy and in the child's five years of life. Children are administered behavioral assessments and neuropsychological tests, such as the Peabody Picture Vocabulary Test (PPVT) and Marshmallow Task, designed to assess development and stimulate a minor physiological stress response. Biomeasures of functioning across several physiologic systems are collected from children and their mothers throughout one 90-minute study appointment. Data collection for the study recently ended, and a variety of analyses are underway to describe measurement performance and the relations between primary study variables.



Barnes-Najor, Jessica

Michigan State University

Verdugo, Mavany Calac

Rincon Band of Luiseno Indians

Burnett, Rick; Kerver, Jeanne; Brown, Robert

Michigan State University

WORKING WITH TRIBAL COMMUNITIES TO ADDRESS COMPLEXITY: BUILDING STRONG PARTNERSHIPS

Session 5.2

Friday 12:45-2:00

Room 103

Conducting research in any community in which its members have experienced vast inequities presents a plethora of challenges. Working in American Indian/Alaska Native communities on issues around child development and family well-being is certainly no exception. In addition, research with AIAN communities also comes with additional layers structural and political challenges. Because of these challenges, particularly when addressing complex issues such as child development and family well-being, a participatory approach to research is often used. Using an approach that includes the community as co-investigators, as is practiced in Community-based Participatory Research, Tribal Participatory Research, or Systemic Action Research, allows for research to be conducted in a way that contributes to community needs and allows for the research process to be improved by the incorporation of community and indigenous knowledge. This workshop will identify practices that promote the development of healthy community-university research teams, the core of any community participatory research partnership. By examining the research on team development, communication strategies, and group dynamics, we can be more mindful of our practices used to engage with AI/AN communities. Finally, we will discuss ways to evaluate the effectiveness of using these strategies and practices.



Big Crow, CeCe; Keith, Colette; Shangreau Carly

University of Colorado Centers for American Indian and Alaska Native Health

BRIDGING RESEARCH AND COMMUNITY IN A MULTI-SITE TRIAL: VIEWS FROM NATIVE RESEARCH STAFF

Session 3.3

Friday 8:30-9:45

Room 204

Despite high teen pregnancy rates, no evidence-based interventions designed for American Indian and Alaska Native youth exist. In partnership with Native Boys and Girls Clubs in two states of the Northern Plains we evaluated the effectiveness of one promising sexual risk reduction program, multimedia Circle of Life (COL), using a group randomized trial and community based participatory research approaches. Project staff who are also tribal members assisted in project implementation. The purpose of our presentation is to describe the strategies used to bridge the gap between requirements of a rigorous research design and priorities of community-based organizations in tribal communities from the point of view of Native research staff. We use project records, photos, and personal stories to describe the strategies: 1) Relationship building across distance; 2) Community development and engagement; 3) Planning for transparency, responsiveness, and long distance; and 4) Capacity building, including research infrastructure and innovative staff training. Through partnerships, we helped to align research requirements and the priorities of individual clubs and communities. Adaptations included providing an intervention for control sites, conducting in-person training, and limiting research responsibilities for club staff. Club staff instability, community traumas, weather, and reduced local funding due to the poor economy posed challenges for conducting the study. University-level challenges included fiscal oversight policies and IRB issues related to community organizations as research sites and to research with young children. As Native project staff employees, we hold unique roles and responsibilities related to the project and to our people. Often navigation between the two worlds is challenging. Yet, building evidence for AI/AN programs is especially important since culturally appropriate and effective interventions are so needed in our communities. Creativity and responsiveness to unique tribal contexts in research design is vital to achieving scientific rigor.



Carroll, Danya

Johns Hopkins University

AMERICAN INDIAN YOUTH PERSPECTIVES ON TRADITIONAL FOOD SYSTEMS

Session 2.2 – Poster 2

Thursday 3:00-4:15

Room 103

Obesity disproportionately impacts American Indian (AI) communities. Many AI youth are obese or overweight before age ten, a result of many determinants including the built environment, food insecurity, and a nutritional shift where traditional natural foods are not relied on as much. The goal of this study was to collect information on the social and environmental factors and barriers youth perceive in accessing healthy foods. Qualitative data were collected using a community-based participatory research approach through focus groups with AI youth on an Arizona reservation. After Tribal Council and IRB approval, participants were recruited through social media, flyers, and word-of-mouth. The focus groups included 30 AI youth and were conducted by age groups (12-14 yo, 15-17 yo, & 18-20 yo) to enhance discussion. Results showed that social and environmental barriers influencing youth perspectives on healthy foods included, 1) limited variety and supply of healthy local foods, 2) few choices for healthy restaurants and stores, 3) lack of quality fresh foods, and 4) lack of food safety and environmental health. Social barriers included a lack of generational knowledge of traditional foods, substance abuse, and low-income level. Suggestions for improving local food systems included lowering healthy food prices and increasing food options including more locally-grown food. The project provided insight into barriers that youth perceive in accessing healthy foods and indicated an overall concern from youth on topics including culture and resources needed to provide healthy foundations for them, their peers, and communities. Data also suggest a need for more engaging, culturally appropriate nutrition programs for AI youth.



Dennison, Michelle; S.B. Sisson; Lancer Stephens; K. Lora; C. Caudillo

University of Oklahoma Health Sciences Center

C. Caudillo

Native youth Preventing Diabetes Coalition

ASSESSMENT OF NUTRITION AND PHYSICAL ACTIVITY BEHAVIORS AMONG NATIVE AMERICAN CHILDREN IN OKLAHOMA

Session 2.2 – Poster 3

Thursday 3:00-4:15

Room 103

Native American children have an increased risk for obesity and cardiometabolic disease compared to their general population counterparts. Factors that increase incidence of these diseases include unhealthy eating habits and lack of physical activity. Validated research exploring the healthy eating and physical activity behaviors in Native American children is limited. To assess obesity-related lifestyle behaviors such as eating and physical activity patterns of Native American children residing in Oklahoma. Children (n=141), ages 8-12 years attended a Native American residential summer camp program. Participants were assessed using an abbreviated survey (Project EAT) and an abbreviated form of Bevo-15 survey that evaluates behaviors regarding physical activity and eating respectively. Categorical values were analyzed for frequency and stratified by geographic location. Behavior differences by rural versus urban location were analyzed using chi-square analysis. Regression analyses were performed on BMI. Covariates were gender and age. Once baseline eating and physical activity behavior levels are identified in this specific population, expanded survey distribution will be completed at other Native American children health events. Based on these results, further educational intervention will be formulated to address eating and physical activity deficiencies in the pediatric Native American population.



Etz, Kathy

National Institute on Drug Abuse

ROUNDTABLE: THE PATH TO NIDA FUNDING FOR JUNIOR SCHOLARS

Session 3.2

Friday 8:30-9:45

Room 321/Roy Redshirt Room

Dr. Kathy Etz is a Health Science Administrator in the Epidemiology Research Branch of the National Institute on Drug Abuse. She has worked on a number of funding initiative specifically targeting AIAN health and the training of AIAN and other researchers. Dr. Etz will present an overview of NIDA funding priorities and mechanisms relevant to work in tribal communities. She will also offer guidance for junior investigators interested in developing NIDA proposals, and beginning to develop their portfolio of NIDA-funded work.



Featherstone, Merrill; Colacion, Daphne; Ferron, Cathy

Lake County Tribal Health Consortium

EVALUATING THE IMPACT OF GOUK-GUMU XOLPELEMA TRIBAL HOME VISITING ON PARENTAL STRESS AND USE OF NURTURING PARENTING SKILLS

Session 1.4 – Poster 2

Thursday 1:30-2:45

Shore Family Forum

Through the Tribal Maternal Infant and Early Childhood Home Visiting (MIECHV) program, the Administration for Children and Families has awarded 25 grants to Tribes, Tribal Organizations and Urban Indian Organizations. The goals of the Tribal MIECHV grant program include implementing high-quality, culturally-relevant, evidence-based home visiting programs in AIAN communities and expanding the evidence base around home visiting interventions with Native populations through rigorous evaluation. Tribal home visiting grantees are asking a wide range of evaluation questions and using a diverse set of evaluation designs that align with community interest and priorities. Grantees are investigating implementation strategies to increase retention of families, adapt or enhance home visiting curricula to be more culturally salient and improve home visitor competencies. Other grantees are exploring whether home visiting improves outcomes in their community ranging from maternal and child health, knowledge of child development and parenting stress to social support, connection to culture and community, and utilization of community-based services. This session will begin with a brief introduction to the Tribal MIECHV grant program, including the program's emphasis on rigorous evaluation, community informed and grantee-developed local evaluation plans and supporting grantees to

develop evaluation capacity. Attendees will then circulate to review and discuss posters describing the evaluation plans of six Tribal home visiting grantees before reconvening for a group discussion.



Fuentes, Molly; Bjornson, Kristie; Apkon, Susan

University of Washington, Seattle Children's Hospital

Harmon, Rachel; Christensen, Ana

Seattle Children's Hospital

FUNCTIONAL OUTCOMES AMONG AMERICAN INDIAN AND ALASKA NATIVE CHILDREN IN INPATIENT PEDIATRIC REHABILITATION

Session 2.4 – Poster 1

Thursday 3:00-4:15

Room 304/305

American Indian/Alaskan Native (AI/AN) children have an increased risk for poor health outcomes, but there is a paucity of literature describing the functional outcome for AI/AN children following inpatient rehabilitation. The purpose of this study was to compare the functional changes during inpatient rehabilitation of AI/AN children to non-Hispanic White (NHW) children using retrospective analysis of AI/AN and NHW children admitted for inpatient rehabilitation from January 1996 through December 2011. Results showed that AI/AN children had similar functional status to NHW children on admission to rehabilitation. At discharge, AI/AN children had lower mobility and total WeeFIM scores with smaller functional change from admission to discharge in the mobility subscale of WeeFIM. Results of this study will be presented, along with a discussion of the need to identify the factors influencing study outcomes and to characterize the post-hospital experience of AI/AN children with disabilities requiring inpatient rehabilitation.



Grant, Dana; Morales, Dana; Kaye, Melinda

Confederated Salish and Kootenai Tribes

CREATING CONNECTIONS-CHANGING COMMUNITIES

Session 1.4 – Poster 1

Thursday 1:30-2:45

Shore Family Forum

Through the Tribal Maternal Infant and Early Childhood Home Visiting (MIECHV) program, the Administration for Children and Families has awarded 25 grants to Tribes, Tribal Organizations and Urban Indian Organizations. The goals of the Tribal MIECHV grant program include implementing high-quality, culturally-relevant, evidence-based home visiting programs in AIAN communities and expanding the evidence base around home visiting interventions with Native populations through rigorous evaluation. Tribal home visiting grantees are asking a wide range of evaluation questions and using a diverse set of evaluation designs that align with community interest and priorities. Grantees are investigating implementation strategies to increase retention of families, adapt or enhance home visiting curricula to be more culturally salient and improve home visitor competencies. Other grantees are exploring whether home visiting improves outcomes in their community ranging from maternal and child health, knowledge of child development and parenting stress to social support, connection to culture and community, and utilization of community-based services. This session will begin with a brief introduction to the Tribal MIECHV grant program, including the program's emphasis on rigorous evaluation, community informed and grantee-developed local evaluation plans and supporting grantees to develop evaluation capacity. Attendees will then circulate to review and discuss posters describing the evaluation plans of six Tribal home visiting grantees before reconvening for a group discussion.



Helm, Susana; McCarthy, Kayne

University of Hawai'i

Lee, Wayde; Hanakahi, Vanda; Lee, Adele

HoAloha58, Puni Ke Ola, Hawai'i

Khil, Jaclyn

Washington University in Saint Louis, Missouri

Emhof, Daniel

Visual Resonance Media, Hawai'i

PUNI KE OLA. LIFE FLOURISHES IN A HEALTHY COMMUNITY.

Session 4.2

Friday 9:45-10:00

Room 103

Hawai'i was a globally recognized independent nation, at least through the mid-1800s. The illegal overthrow of the Hawaiian monarchy in 1893 marked the official beginning of colonization by the US. However, the process of colonization by the US other international interests is recognized to have begun a century earlier when English Captain James Cook "discovered" Hawai'i in 1778. The indigenous people of Hawai'i, referred to as Kanaka Maoli, initially suffered greatly as the population was decimated by foreign disease, then disenfranchised through religious, geo-political, and socio-economic colonization. Currently, Kanaka Maoli account for approximately 20% of the US State of Hawai'i population, though there are rural communities in which Kanaka Maoli exceed 60% of the population. A history of colonization followed by rapid and enduring increases in health disparities is not unique to indigenous Hawaiians, as demonstrated across First Nations populations on each continent. This oral presentation will focus on the prevention of drug and alcohol use in Native Hawaiian communities, with a specific focus on adolescents. We will present background on the evolution of our community-academic partnership to develop a Native Hawaiian Model of Drug Prevention through participatory action research. We will highlight findings from our recent photovoice project, in which 10 Hawaiian youth (ages 12-18) participated in a series of 8 photovoice focus group discussions. Two sets of results will be shared. First, broad discussion themes along with photos and exemplary quotes will provide an overview, and have been presented elsewhere. Second, selected themes from recent narrative analyses will be shared - historical cultural trauma & colonization, aloha `āina, and the lokahi triangle). We will conclude with implications of our research, including next steps in narrative analyses and cultural auditing, as well as the intervention framework and future research plans for pilot intervention development and testing.



Henry, David

University of Illinois at Chicago

MEASURING COMMUNITY CHANGE - METHODOLOGICAL AND STATISTICAL CHALLENGES

Invited Presentation

Workshop Part 2

Thursday 10:45-12:15

Shore Family Forum

Roundtable Discussions

Session 2.1

Thursday 3:00-4:15

Room 321/Roy Redshirt Room

Session 5.1

Friday 12:45-2:00

Room 321/Roy Redshirt Room

Workshop on Community Level Intervention and Assessment Part 2

Thursday 10:45-12:15

Shore Family Forum

Community-based Participatory Research (CBPR) values

the integrity of communities, shared knowledge and power between researchers and participants, attention to community strengths and variation in developing interventions, an ecological approach to measurement, and sustainability. How can CBPR evidence be taken seriously in a logical empiricist universe where random assignment, manualized interventions, standardized measures, and meta-analysis are the norm? This presentation will address three methodological challenges for CBPR, namely, (1) Research designs appropriate for CBPR studies where random assignment may be impossible, impractical, or ethically undesirable, (2) Describing CBPR interventions in a manner that permits evaluation across multiple communities, and (3) Adapting measures for smaller, culturally distinct, samples. For the first challenge, we will discuss dynamic waitlisted, stepped wedge, interrupted time series, and regression point displacement research designs that have advantages for CBPR over more familiar experimental and quasi-experimental designs. Encouragement to focus on the function of intervention components rather than their specific forms

addresses the second challenge. For the third challenge, we will discuss adapting standard measures for culturally distinct communities and improving the sensitivity of measures to change, which can assist in studies with smaller samples. These topics will be illustrated using examples from prevention studies.



Lind, Kimberly; Albino, Judith; Batliner, Terrance; Quissell, David; Braun, Patricia; Bryant, Lucinda; Henderson, William; Thomas, Jake; Tiwari, Tamanna; & Wilson, Anne

University of Colorado Center for Native Oral Health Research

PARENT BEHAVIORS AND ECC RESISTANCE IN AMERICAN INDIAN CHILDREN

Session 2.4 – Poster 2

Thursday 3:00-4:15

Room 304/305

The goal of this study was to describe parent behavioral variables associated with the absence of Early Childhood Caries (ECC) in American Indian (AI) children 3-5 years of age. High caries rates are well documented in AI children, and rather than focus on predictors of disease as previous research has, we sought to learn about patterns of parental knowledge, attitudes, and behavior that are associated with resistance to caries experience in young AI children. Participants were 981 child-parent dyads who completed baseline assessments for an ongoing ECC prevention trial; all children were enrolled in Head Start on a Southwestern U.S. Indian reservation, and most were tribal members. Children were examined for caries, and parents completed questionnaires assessing knowledge, behaviors, and experience factors potentially related to oral health. Differences between responses of parents whose children were caries-free (N=105; 10.7%) and those whose children had caries (N=876; 89.3%) were evaluated with t-tests and Chi square tests. Results showed that children with caries had a mean dmfs of 23.9. Parents of caries-free children differed significantly ($p \leq .05$) from parents of children with caries on several variables reflecting oral health-related behaviors, knowledge, and attitudes. Parents of caries-free children viewed their children's oral health and oral health quality of life more positively, demonstrated more oral health knowledge, had higher adherence to caries-preventing behaviors for their children, and were more likely to have Internal Locus of Control. Additionally they were more likely to perceive their children as less susceptible to caries, perceive fewer barriers to prevention, view oral health as more important, report lower levels of personal distress and had higher Sense of Coherence scores. In conclusion, interventions for Early Childhood Caries (ECC) prevention in high-caries AI populations may benefit from culture-specific approaches that support and model naturally salutogenic behaviors of tribal members, as reflected in data reported here. Funded by: NIDCR 1U54DE019259



Martinez, Miriam; Whitbeck, Les B.; Armenta, Bryan E.

University of Nebraska-Lincoln

ADHD AND SUBSTANCE USE AMONG INDIGENOUS ADOLESCENTS: CONSIDERING THE EFFECTS OF DIAGNOSIS AND REPORTER

Session 4.3

Friday 10:00-11:15

Room 204

Attention-Deficit/Hyperactivity Disorder (ADHD) has been identified as a risk factor for substance use among adolescents; however, few studies have considered this association among North American Indigenous adolescents. To address this issue, we examined the prospective associations (i.e., across two data waves) from ADHD to subsequent smoking and drinking behavior in a large sample of Indigenous adolescents. To be comprehensive, we considered the assessment of ADHD based on diagnoses and symptoms, including specific ADHD subtypes (i.e., inattentive, hyperactive-impulsive, and combined inattentive/hyperactive impulsive). In addition, we examined the predictive utility of ADHD diagnoses and symptoms based on adolescent report, caretaker report, and combined adolescent-caretaker report. Overall, ADHD symptoms, but not diagnoses, were significantly associated with subsequent substance use, such that a higher number of ADHD symptoms predicted increases in adolescent smoking and drinking behavior. The results varied depending on the specific substance, ADHD subtype, and reporter considered. Overall, however, ADHD symptoms based on adolescent and combined adolescent-caregiver reports were more likely to significantly predict adolescent smoking and drinking behavior compared to caregiver report alone. These associations remained significant even after controlling for adolescent conduct disorder. These findings highlight the need to consider non-clinical levels of ADHD symptomatology and demonstrate the utility of adolescent-reports of ADHD symptoms in predicting substance use behavior.



Meyer, Aleta

Office of Planning, Research, and Evaluation - Administration for Children and Families

VIDEO PRESENTATION AND DISCUSSION: IS IT ALL ABOUT ME? THE ROLE OF PUBLIC HEALTH IN AN ERA OF PERSONALIZED MEDICINE

Session 3.1

Friday 8:30-9:45

Shore Family Forum

Dr. Meyer will show a video of a presentation by Dr. Sandro Galea (see below) and lead a discussion of the implications of personalized medicine for public health intervention approaches.

Video: Sandro Galea, MD, MPH, PhD, Columbia University Mailman School of Public Health

Category: BSSR Lecture Series - <http://videocast.nih.gov/launch.asp?17954>

Investment in understanding the genetic basis of disease has long promised a potentially revolutionary way to predict which individuals will get disease and to tailor treatments to individuals with particular genetic sequences. In some respects the genetic revolution has indeed brought important triumphs. On many fronts, however, the promise of personalized medicine remains quite far from realized and the science is encountering substantial stumbling blocks in bridging the gap between genetic sequencing and tailoring medical treatment. We suggest that despite the promise of personalized medicine approaches, we are not going to be in a position-any time soon-to rely on an individual-based approach for disease prediction or cure. We base this argument on a formal understanding of the mathematical limits of individual prediction. Using simulation models we show how the drivers of individual disease risk are as much (and in many cases more) features of an individual's environment as they are individual genetic or other characteristics. This argues strongly for a greater re-engagement in the behavioral and social sciences that attempt to identify approaches to improving the fundamental drivers of individual and population health.



Mousseau, Alicia

University of Colorado Centers for American Indian and Alaska Native Health & Little Wound School

LAKOTA MINDFULNESS: A COMMUNITY-BASED PREVENTION SCIENCE APPROACH

Session 1.2

Thursday 1:30-2:45

Room 103

The partner reservation community has been challenged with a number of issues including adverse environmental conditions, poverty, and high suicide and health disparity rates. Two particular health issues that are having a significant influence among youth are risky sexual behaviors and substance use. Both of these issues have influenced student attendance and retention, as well as overall academic performance. Although there are specific interventions and treatments for each area of concern, there is also high comorbidity, which would implore a more transdiagnostic and comprehensive approach. One fundamental skill that is utilized in a variety of treatments and for a number of different issues is the practice of mindfulness. Mindfulness is described as nonjudgmental present moment awareness and has been linked to emotion regulation and distress tolerance, which, in turn, has increased health and wellness outcomes. School-based implementation of mindfulness programs in both elementary and high school have shown benefits to students' cognitive, social, and psychological realms including working memory, attention, academic skills, social skills, emotion regulation, and self-esteem. To provide a relevant mindfulness program the current project explored the connections between Lakota culture and mindfulness using a community advisory board and community mindfulness trainings. The current presentation will provide an overview of mindfulness efforts to address these issues, and highlight the discussions and events that have taken place to develop a tribal mindfulness framework.



Novins, Douglas; Crow, Calvin; Moore, Laurie, Reickman, Traci

University of Colorado Centers for American Indian and Alaska Native Health

USE OF EVIDENCE-BASED PRACTICES IN AI/AN COMMUNITIES - FINDINGS FROM SUBSTANCE ABUSE TREATMENT PROGRAMS

Session 4.4

Friday 10:00-11:15

Room 304/305

The use of evidence-based treatments in human services program in AI/AN programs has been a controversial issue for well over decade. However, we have almost no information regarding the perceptions and actual use of EBTs in these programs, including those providing substance abuse treatment services. The goal of this study is to describe the engagement of substance abuse treatment programs serving AI/AN communities. Data are drawn from Evidence-Based

Practices and Substance Abuse Treatment for Native Americans (R01DA022239), the first national survey of tribal substance abuse treatment programs. Clinicians or clinical administrators from 192 programs serving adolescents and adults completed the survey, a participation rate of 63%. Results showed that cognitive Behavioral Therapy, Motivational, Interviewing, Relapse Prevention Therapy, and Twelve-Step Facilitation had the highest levels of engagement with a majority of respondents indicating that their program had used these EBTs. Overall 95% of programs reported using at least one psychosocial EBT. While ratings of the cultural appropriateness of these EBTs was higher among those who reported their programs had actually used them, a significant percentage of these participants still noted concerns about their cultural appropriateness. Overall, findings suggest that EBT knowledge and use is considerably higher in substance abuse treatment programs serving AI/AN communities than has been previously acknowledged, with a core of interventions being used in a majority of these programs. However, many users of these EBTs continue to have concerns about their cultural appropriateness, which likely limits their further dissemination and implementation.



Parker, Myra

University of Washington

Hess, Katie M.; Jordan, Lynnette

United Indians of All Tribes Foundation

Sanford, Sara Jaye

Consultant

TESTING TWO-LEVELS OF CULTURAL ADAPTATION OF A HOME VISITING CURRICULUM IN AN URBAN INDIAN SETTING

Session 1.4 – Poster 5

Thursday 1:30-2:45

Shore Family Forum

Through the Tribal Maternal Infant and Early Childhood Home Visiting (MIECHV) program, the Administration for Children and Families has awarded 25 grants to Tribes, Tribal Organizations and Urban Indian Organizations. The goals of the Tribal MIECHV grant program include implementing high-quality, culturally-relevant, evidence-based home visiting programs in AIAN communities and expanding the evidence base around home visiting interventions with Native populations through rigorous evaluation. Tribal home visiting grantees are asking a wide range of evaluation questions and using a diverse set of evaluation designs that align with community interest and priorities. Grantees are investigating implementation strategies to increase retention of families, adapt or enhance home visiting curricula to be more culturally salient and improve home visitor competencies. Other grantees are exploring whether home visiting improves outcomes in their community ranging from maternal and child health, knowledge of child development and parenting stress to social support, connection to culture and community, and utilization of community-based services. This session will begin with a brief introduction to the Tribal MIECHV grant program, including the program's emphasis on rigorous evaluation, community informed and grantee-developed local evaluation plans and supporting grantees to develop evaluation capacity. Attendees will then circulate to review and discuss posters describing the evaluation plans of six Tribal home visiting grantees before reconvening for a group discussion.



Redbird-Post, Melody

Kiowa Tribe Child Care Program

Kee-OWN-DA-Y-DAW: A JOURNEY TOWARDS KIOWA LANGUAGE IMMERSION - A QUALITATIVE STUDY ON THE EXPERIENCES OF STAFF AT THE KIOWA CHILD CARE CENTER

Session 2.3 – Poster 1

Thursday 3:00-4:15

Room 204

Teaching through Kiowa: A Journey towards Kiowa language Immersion - The Kiowa Child Care Center is a tribally-operated licensed child care facility that is funded by the tribal Child Care and Development Fund and administered by the Kiowa Tribe Child Care Program. Located in rural southwestern Oklahoma, this small facility serves children from birth through age twelve. With a current licensed capacity of twenty children, a staff of seven has taken steps since August 2012 to implement Kiowa language and culture throughout the daily routines and learning opportunities in a high quality early childhood setting. For the twenty enrolled children, all of whom are of Native descent, speaking and singing in Kiowa, albeit not fluently, have become the norm. This qualitative analysis compiled and conducted with permission of staff and families by the program director depicts a journey towards cultural integration. With the goal of

implementing the latest research-based early childhood best practices, the staff at this small facility strive daily towards a monumental goal - the revitalization of the Kiowa Language. With the support of the families, community, and tribal leaders, these early childhood staff each have unique perspectives on their journey and their teaching process as they integrate the Kiowa culture and language into their routines and teaching plans. The presentation will encompass an introductory look into the first year of the process towards Kiowa Language immersion presented via qualitative methodology.



Riley, Rebecca

Native American Professional Parent Resources

LEARNING THROUGH DOING: EFFECTING TRIBAL HOME VISITOR ABILITIES THROUGH ENHANCED COMPETENCY-BASED TRAINING FOR QUALITY HOME VISITING SERVICES

Session 1.4 – Poster 4

Thursday 1:30-2:45

Shore Family Forum

Through the Tribal Maternal Infant and Early Childhood Home Visiting (MIECHV) program, the Administration for Children and Families has awarded 25 grants to Tribes, Tribal Organizations and Urban Indian Organizations. The goals of the Tribal MIECHV grant program include implementing high-quality, culturally-relevant, evidence-based home visiting programs in AIAN communities and expanding the evidence base around home visiting interventions with Native populations through rigorous evaluation. Tribal home visiting grantees are asking a wide range of evaluation questions and using a diverse set of evaluation designs that align with community interest and priorities. Grantees are investigating implementation strategies to increase retention of families, adapt or enhance home visiting curricula to be more culturally salient and improve home visitor competencies. Other grantees are exploring whether home visiting improves outcomes in their community ranging from maternal and child health, knowledge of child development and parenting stress to social support, connection to culture and community, and utilization of community-based services. This session will begin with a brief introduction to the Tribal MIECHV grant program, including the program's emphasis on rigorous evaluation, community informed and grantee-developed local evaluation plans and supporting grantees to develop evaluation capacity. Attendees will then circulate to review and discuss posters describing the evaluation plans of six Tribal home visiting grantees before reconvening for a group discussion.



Smutek, Barb

Michigan State University Extension

MINDSETS OF NATIVE AMERICAN STUDENTS

Session 2.3 – Poster 2

Thursday 3:00-4:15

Room 204

This research proposes examining the mindset of undergraduate students attending a tribal community college. Previous researched conducted on self-conceptions have presented the idea of fixed or growth mindset. Growth mindset is the belief that intelligence has the potential to increase while a fixed mindset believes that intelligence is a static amount. This is relevant for students because a growth mindset may foster growth in ability and motivation. A tribal community college was selected for this study because of the disproportionately low graduation rate of Native American students. The objectives are to examine academic performance and retention rates during an experiment that delivers a brief psychological intervention on growth mindset. Randomly selected students who attend a tribal community college will receive an online welcome message between the fall and spring term. Half of the sample will receive a short essay defining growth mindset and include a short writing exercise that will prompt the student to explain growth mindset using their own words. The other students will receive a positive welcome back notification with an encouraging message. An independent sample t-test will be used to compare the experiment group (growth mindset) to the control group (positive messaging) in the areas of grade point averages and course retention. The hypothesis is that the students who participated in the growth mindset intervention will display a higher grade point average or higher retention rates than the students who did not receive it. Previous fall term grades will also be used as a baseline. This research project is tentatively slated to begin during the 2013-2014 term.



Sparrow, Joshua

Harvard Medical School

PLANNING FOR COLLABORATIVE PRODUCTS: THE WORLD IN WAIMH (NEW COLUMN IN WAIMH PERSPECTIVES)

Session L1

Friday 12:00-12:30

Room 103 (bring your lunch)

Call for Papers

The editors of *Perspective* are delighted to announce the birth of *The World in WAIMH*, an occasional column intended to open up a space for reflection and dialogue on the roles of context, culture, and community in infant mental health. Our shared hope is that this will offer a place for questioning, challenge, dialogue and interdisciplinary discussion.

For decades now, the field of infant mental health has conceptualized human development as transacted within dynamic systems made up not only of the infant's family, but also of the broader social, economic, political and physical spheres in which they are situated. Bronfenbrenner's ecological model and Sameroff's transactional model are often invoked, but their implications for infant mental health practices still hold much untapped potential, leaving many questions for us to explore:

- What do infant mental health professionals need to know about the institutions and environments and other constituents of the systems in which infants and families develop?
- What interactions can or should infant mental health professionals – and their professional organizations- engage in with the members of the dynamic systems beyond the family in which infants develop?
- Would such interactions dilute the work or overwhelm mental health professionals? Can their goals be achieved for all infants any other way?

In our globalized world, every infant and family is affected by forces far beyond their reach, forces that may strengthen, hinder, or undo the work of infant mental health professionals. To be a truly global organization, WAIMH will increasingly need to understand and develop strategies to address these forces. In addition, to foster healthy early development around the world, WAIMH will need to extend its reach, and to learn from contexts, cultures and communities that are not or only minimally represented in its current membership. Many questions come to mind:

- What processes can contribute to a more inclusive and expansive knowledge base?
- What kinds of partnerships – with members of cultures not yet represented within WAIMH, with other organizations, with other disciplines such as cultural anthropology or community psychology – are needed to truly put the world in WAIMH?

Roughly 97% of academic research on developmental psychology has focused on less than 1% of the world's population and many of its findings have mistakenly been assumed to be universally applicable, leading us to ask:

- What do we know, and how can we learn, about infant mental health around the world?
- How do local contexts, cultures and communities understand, affect and optimize infants' development? What are the implications of contextual specificities – for example, how 'family' is defined - for infant mental health intervention design?

In the United States, a shocking 20% of children are currently living in poverty. Despite expanded healthcare coverage, most of those who need infant mental health services do not have access to them. Yet in many developing countries, efforts to improve infants' survival rates still often take precedence over efforts to ensure their healthy development, inviting us to think more deeply:

- What is the role for infant mental health services in countries like these?
- What would it take for infant survival and development to be integrated, and what would this look like in different contexts, cultures and communities?
- How can infant mental health services be scaled proportionally to the needs?
- What role can mental health prevention and promotion play in these settings?
- What role should infant mental health and WAIMH play in scaling prevention and promotion strategies?

The Editors propose to create a space to explore issues relevant to the health and mental health of infants, very young children and their families. Joshua Sparrow, Brazelton Touchpoints Center, Director of Planning, Strategy and Program Development Boston, MA, has enthusiastically agreed to coordinate this column. We are calling for concept papers, research articles, adaptations of articles, and literature reviews that address questions such as these and that pose other pressing ones. We look forward to your reflections and hope that vigorous dialogue in this reflective space will ensue.



Stephens, Lancer

University of Oklahoma Health Sciences Center

Dennison, Michelle

Oklahoma City Indian Clinic

Aston, Christopher

OU College of Medicine

POSITIVE TRENDING OUTCOMES OF A SHORT, INTENSE AND CULTURALLY-SENSITIVE DIABETES PREVENTION PROGRAM FOR AMERICAN INDIAN YOUTH

Session 2.4 – Poster 3

Thursday 3:00-4:15

Room 304/305

American Indians/Native Americans (AI/NA) are at higher risk of developing chronic diseases such as hypertension, dyslipidemia and glucose intolerance. Increasing rates of these diseases are shown to be steadily extending into younger pediatric populations. Beginning in 2002, the Native Youth Preventing Diabetes (NYPD) program was established as a culturally sensitive diabetes prevention and wellness education summer camp for children aged 8-12 years. NYPD is led by 15 of Oklahoma's Tribal nations with university assistance. In addition to providing education focusing on diabetes

prevention, nutrition, physical activity and behavioral health, beginning in 2005, the NYPD medical staff began conducting health screenings related to diabetes risk factors to include: height/weight/body mass index (BMI), waist circumference, body fat %, fasting lipid panel (High Density Lipoprotein (HDL) Cholesterol, Low Density Lipoprotein (LDL) Cholesterol, Total Cholesterol and Triglycerides), fasting glucose, Alanine Aminotransferase and Aspartate Aminotransferase (ALT/AST), random glucose and blood pressure for all camp attendees. Since 2005, new camper baseline health status indicators are statistically worse than their general population cohorts. Return camper health indicators appear to show improvement over baseline data and improvement over Oklahoma AI/NA youth population trends. These results suggest that yearly short, intensive and culturally-oriented health education intervention may have a positive and lasting effect on long term health outcomes for youth of AI/NA populations



Tiwari, Tamanna; Batliner, Terry

University of Colorado Center for Native Oral Health Research

ADDRESSING AMERICAN INDIAN ORAL HEALTH CHALLENGES: CURRENT RESEARCH AND PROMISING APPROACHES

Session 1.3

Thursday 1:30-2:45

Room 304/305

The Center for Native Oral Health Research (CNOHR) is one of 3 Collaborating Centers for Early Childhood Caries (ECC) funded by the National Institute of Dental and Craniofacial Research to address oral health disparities and the only one focused on the American Indian population. CNOHR works on the principle of Community-Based Participatory Research, this approach ideally begins by involving community members in selecting the research topic and continues with participation in designing and carrying out interventions or data collection and, finally, analyzing data and disseminating results. Tribal members serve as community advisory board members, key informants and field staff. CNOHR interacts with tribal governance groups, tribal health boards, teachers at Head Start, and organizations serving AI populations. Current CNOHR research studies include two culturally competent, randomized controlled trials of behavioral interventions for primary prevention of ECC in two reservation-based tribes. Primary outcome measure in both studies is the level of dental caries (dmfs) in the participant group, compared to the non-intervention group. Secondary outcomes include oral health related behaviors, knowledge, and attitudes, such as oral health related quality of life. Challenges related to the research include recruitment in remote rural locations; communication, oversight by multiple institutions, and retention of participants due to practical obstacles and stresses of life. Promising solutions are emerging from this research and continued academic community interactions. Approaches like Motivational Interviewing and training lay Native people to deliver oral health services might be promising in the future. On the policy level, introducing Mid-Level Dental Providers on the Reservations could help to bridge the gap in access to basic services and preventive dentistry. This presentation will describe the oral health disparities in the AI communities, the ongoing research, the challenges faced, the community-generated lessons and innovations and promising approaches.



Trickett, Ed

University of Illinois at Chicago

ECOLOGY AS A CONCEPTUAL FRAMEWORK FOR DEVELOPING AND ASSESSING COMMUNITY INTERVENTIONS

Invited Presentation

Workshop Part 1

Thursday 9:00-10:30

Shore Family Forum

Roundtable Discussions

Session 1.1

Thursday 1:30-2:45

Room 321/Roy Redshirt Room

Session 4.1

Friday 10:00-11:15

Room 321/Roy Redshirt Room

Affecting community change involves both intentions and frameworks for engaging in the change process. An ecological perspective from community psychology will be offered as one perspective on the goal of creating community change. Basic concepts of the ecological perspective will first be outlined, followed by questions raised by the perspective and, finally, ways of assessing community impact. The importance of community assessment, collaboration, and the creation of community resources will be highlighted as three central tasks.



Trucksess, Caitlin; Sarche, Michelle; Whitesell, Nancy

University of Colorado Centers for American Indian and Alaska Native Health

SURVEY OF WELL-BEING FOR YOUNG CHILDREN: STUDY OF COMMUNITY READINESS FOR IMPLEMENTATION IN TRIBAL EARLY CHILDHOOD PROGRAMS

Session 5.3

Friday 12:45-2:00

Room 204

The Survey for Well-Being for Young Children (SWYC) is a new surveillance tool that assesses children's social-emotional and developmental health ages 0- 5 years. The Tribal Early Childhood Research Center (TRC) is in the process of conducting a feasibility study asking three main questions of tribal communities: is there a need for the SWYC, is the SWYC culturally appropriate and relevant for use, and lastly is it feasible to use the SWYC and administer it in existing service settings? In this study, we have gathered input from tribal communities which will inform potential adaptations to the SWYC for use in tribal early childhood settings and suggest possible directions for a larger scale validation study. This paper presentation will share the results from key informant interviews and focus groups conducted in four tribal communities this past summer. The findings share opinions from a variety of community members such as: pediatricians, mental health providers, nurses, head start staff, child care staff, tribal home visitors, etc.



Tsethlikai, Monica

Arizona State University

AN EXPLORATION OF CULTURAL AND COGNITIVE PROCESSES THAT PROMOTE POSITIVE DEVELOPMENT IN AMERICAN INDIAN CHILDREN

Session 1.2

Thursday 1:30-2:45

Room 103

Indigenous peoples throughout the world have always known how to raise their children in ways that promote positive development. I will present research I have conducted that provides preliminary evidence that active cultural engagement promotes enhanced cognitive and social development. Based on this research, my current study tests the hypothesis that active cultural engagement moderates the negative impact of high risk environments on cognitive development with the development of the prefrontal cortex and the skills associated with this region of the brain mediating developmental outcomes such as academic success and abstinence from drug and alcohol use. I will provide an overview of the study's design and methods with the goal of obtaining critical feedback and suggestions for improvement from the NCRE community.



Whitesell, Nancy Rumbaugh; Keane, Ellen M., Big Crow, CeCe, Mousseau, Alicia

University of Colorado Centers for American Indian and Alaska Native Health

7 DIRECTIONS FOR STRONG FAMILIES: GROUNDING EVIDENCE-BASED INTERVENTION WITHIN CULTURAL PRACTICE

Session 4.5

Friday 9:45-10:00

Shore Family Forum

We will describe a new intervention project that is just getting underway, recently funded by NIDA (R01DA035111, Whitesell, PI). The project is designed to develop and evaluate a culturally grounded and family based early substance use prevention program for young adolescents on a Northern Plains reservation. We will provide an overview of the roots of this project from within our community partnership and previous research in this community, outline our plans for grounding evidence-based practice within cultural teachings, describe our implementation and evaluation plan, and solicit feedback and suggestions from participants on how to optimize success as we move forward.



Whitesell, Nancy Rumbaugh

University of Colorado Centers for American Indian and Alaska Native Health

Meyer, Aleta

Office of Planning, Research, and Evaluation - Administration for Children and Families

CO-CREATING A STRATEGIC ROADMAP FOR COLLABORATIVE AND EFFECTIVE EVALUATION IN TRIBAL COMMUNITIES

Session 5.5

Friday 12:45-2:00

Shore Family Forum

A national workgroup sponsored by the Children's Bureau has worked for the past 18 months to create a vision for a new narrative of evaluation practice in tribal early childhood programs - and for research and evaluation in tribal contexts more generally. We will review the Strategic Roadmap developed by this workgroup and invite session participants to provide feedback, share experiences, and talk about how they might see the Roadmap being useful in their research.



Whitesell, Nancy Rumbaugh

University of Colorado Centers for American Indian and Alaska Native Health

PLANNING FOR COLLABORATIVE PRODUCTS: CONFERENCE SYMPOSIUM POSSIBILITIES

Session L2

Friday 12:00-12:30

Room 204 (bring your lunch)

One of the goals of NCRE is to foster collaborative presentations that highlight research being conducted with American Indian and Alaska Native communities around issues of child and adolescent development and prevention strategies that are responsive to the needs of these youth. Such presentations increase the visibility of our collective work and provide opportunities to contribute to the research literature more broadly. In this lunch discussion, we will strategize for collective submissions to research conferences – including the Society for Prevention Research (May, 2014), the Society for Research on Adolescence, and the Society for Research in Child Development.