

# NCRE 2015 PRESENTATION ABSTRACTS



## **Abramson, Lisa**

Inter-Tribal Council of Michigan

### **INTER-TRIBAL COUNCIL OF MICHIGAN HOME VISITOR ASSESSMENT PROTOCOL SUPPORT CQI PROJECT**

Poster Symposium

Session 5.2.4

Friday 12:45- 2:00

Room 304/305

As a Tribal MIECHV Grantee, the Inter-Tribal Council of Michigan (ITC of MI) works with 10 Tribal Communities in Michigan to deliver home visiting services to Tribal Community Members. A requirement of MIECHV funding is to undertake a CQI Project. The poster presentation describes the process by which ITC of MI is developing their CQI Project utilizing the Plan, Do, Study, Act CQI Methodology. The project is in its beginning stages. The poster will reflect activities completed up to this point. In the planning stages, ITC of MI, conducted a brainstorming session with Tribal Home Visitors from all 10 Tribes/Tribal Organizations to understand, from their perspective, areas of improvement within the program. Technical support for visit protocols and staff education and support in the areas of the provision of program and protocol orientation and follow up support were the most frequently mentioned CQI topic choices. This information matched ITC of MI Administrative Staff perspectives on CQI needs of the project. We explored the root causes of the CQI issues and determined areas within our control that we could target with a CQI project. We developed the following program AIM based on our planning information: By March 2016, increase the % of Home Visitors who rate their "efficacy" (Effectiveness, Success, and Comfort Level) implementing the protocol to at least a 4 on a 5 point scale to 100%. To do this we are in the process of creating an assessment checklist that self populates assessment schedules based on client age and enrollment time period. We will provide an orientation and follow up with sites on utilization of the checklist. Our theory is: IF we create an assessment checklist and provide appropriate orientation and follow up to it; THEN we will increase home visitor self-reported EFFICACY (Effectiveness, Success, and Comfort Level) to complete program assessments. Preliminary baseline data will be included in the presentation.



## **Allison- Burbank, Joshua**

University of Kansas

### **Malchoff, Alta**

### **CULTURALLY RESPONSIVE EARLY LITERACY AND LANGUAGE INSTRUCTION IN AMERICAN INDIAN & ALASKA NATIVE COMMUNITIES**

Poster Symposium

Session 3.2.1

Thursday 3:00- 4:30

Room 304/305

This poster presentation will present a framework for culturally-responsive emergent literacy curriculum design and instruction, and demonstrate application to American Indian/Alaska Native (AI/AN) communities. Presenter will highlight historical influences on contemporary AI/AN health and education, and describe culturally responsive instruction within the context of a language and literacy preschool unit series that utilizes an adapted evidence-based language-focused preschool curriculum and incorporates AI/AN traditional stories and cultural themes that assists with cultural preservation. The use of shared storybook interventions within theme-based instructional units will be explored. The presenter will highlight a proposed longitudinal experimental design in which the culturally-tailored language and literacy preschool curriculum is implemented in a selected AI/AN preschool with the intent to improve receptive and expressive language, cognition, motor development, and emergent literacy skills. Qualitative and quantitative pre-/post-measurement tools will be presented and the role of the speech-language pathologist in emergent literacy instruction will also be explored.



**Aronson, Ben**

University of Minnesota- Duluth

**Elm, Jessica**

**ADVERSE CHILDHOOD EXPERIENCES, DEPRESSION, AND DIABETES: IS THERE A LINK?**

Poster Symposium

Session 3.2.3

Thursday 3:00- 4:30

Room 304/305

Adverse childhood experiences (ACES) have negative ramifications for mental and physical health across the life course. While this area of research is extensive among the general population, little knowledge exists about American Indian (AI) health and ACES. This includes the association with depression and type 2 diabetes (T2D) outcomes. Objectives: To present the prevalence of ACES among a sample of AI adults with T2D from two Midwest tribal communities, and evaluate the relationship between ACES, depressive symptoms, and diabetes control. We hypothesize that depression plays a mediating role in the relationship between ACES and diabetes control. Methods: We will use data from the Mino Giizhigad (A Good Day) study, a community based participatory research project. A random sample from Indian Health Services clinic records resulted in a cohort of AI adults with T2D (n=218) who participated in interviewer-administered pencil and paper surveys. Surveys included measures of ACES (modified ACES measure), depressive symptoms (PHQ-9), diabetes control (Diabetes Care Profile Control Problems scale), and demographic variables. Using MPlus, we will test a proposed model whereby depressive symptoms mediate the relationship between ACES and diabetes control. Results: Data analysis is currently ongoing. The most frequently reported ACE was growing up living with someone who was a problem drinker. Over half of participants (50.7%) reported 3 or more ACES, while 21.9% reported no ACES. Preliminary findings suggest that on a bivariate level ACES is associated with depressive symptoms, and both ACES and depressive symptoms are associated with worse diabetes control. Implications: This study expands our knowledge about the prevalence of ACES and the relationship between ACES and diabetes control among AIs, and explores the interplay between ACES and depressive symptoms on diabetes-related outcomes.



**Atia, Mira**

Oklahoma State University

**Sullivan, Maureen**

**PARENTING SUPPORT, DISCIPLINE STRATEGIES, AND THE MEDIATING ROLES OF PARENTING STRESS AND PARENTAL EFFICACY.**

Poster Symposium

Session 3.2.2

Thursday 3:00- 4:30

Room 304/305

Parents play a critical role and significantly affect children's social and emotional development. Specifically parents' discipline strategies in response to their children's misbehavior are associated with children's levels of behavior problems. In addition, parents' stress, competence and support may indirectly influence child behavior by affecting discipline strategies. Unfortunately, much of this research has been conducted within predominantly White families. American Indian (AI) families have been underrepresented, and it is unknown whether parenting characteristics and associations found within majority culture are valid and comparable within AI families. This may also limit our understanding of the unique parameters and needs of AI families, and may hinder the efficacy of clinical interventions. It also neglects practices that may be unique to AI families, such as involvement of extended family members in childrearing. The current study will empirically examine parenting support and its effects on parenting stress and parents' sense of competence in an AI sample of 50 parents. Pearson product-moment correlations will be used to examine the associations between parenting support and discipline strategies; parenting support and parenting stress; and parenting support and parents' sense of competence. Parenting stress in a White sample and parents' sense of competence in an AI sample have previously been found to mediate the link between parenting support and adaptive discipline strategies (Bonds, Gondoli, Sturge-Apple, & Salem, 2002; MacPhee, Fritz, & Miller-Heyl, 1996). The current study will aim to replicate these findings using a mediation model via bootstrapping analyses.

**Blair, Clancy**

New York University

**THE SCIENCE OF SELF-REGULATION: WHAT IT IS, WHY IT MATTERS, AND HOW TO MEASURE IT**

Plenary Session

Friday 8:30-9:30

Shore Family Forum

Roundtable

Session 4.1

Friday 10:15-11:30

Room 321

This talk will describe recent advances in the scientific study of self-regulation in early childhood, focusing on the development of executive functions, the complex thinking skills that are important for learning in school and for controlling behavior and emotions. Research in neuroscience indicates that stress and adversity early in life negatively impact executive functions and self-regulation in young children. A growing body of research in early intervention and early childhood education, however, indicates that self-regulation and executive functions can be fostered through supports for families and through innovative programs that enhance the quality of children's early education experiences.

**Blume, Amanda**

Oklahoma State University

**Galliher, Renee****DIVERSITY RELATED CAMPUS CLIMATE EXPERIENCES OF NATIVE AMERICAN COLLEGE STUDENTS**

Poster Symposium

Session 3.3.1

Thursday 3:00- 4:30

Room 204

American Indian students encounter numerous obstacles on the road to earning a college degree, including negative campus racial climates, which have been linked with academic persistence, institutional commitment, and feelings of belonging to an institution (Johnson, Wasserman, Yildirim, & Yonai, 2014; Museus, Nichols, & Lambert, 2008; Johnson et al. 2007; Yosso, Smith, Ceja, & Solórzano, 2009). Although college enrollment is up, the percent of American Indians who are earning a college degree is actually decreasing (Kim, 2011). This study examines predictors of academic functioning for American Indian students, specifically how related campus climate variables influence school belonging and academic performance within this population. Participants included 44 American Indian and Alaska Native undergraduate and graduate students at a large predominantly White university (45% male). Participants represented twenty different tribal communities broadly spread across the United States. The primary measure used in this study was the Diverse Learning Environments Survey, which assessed student perceptions of the university climate, experiences with faculty, peers, and staff, and student academic outcomes. Preliminary analyses indicated that, on average, students reported relatively infrequent experiences of racial micro aggressions and harassment. There was a great deal of variability in students' perceptions of campus climate for diversity and opportunities for diversity related educational and extracurricular involvement, with scores on most variables roughly normally distributed around the midpoint of the scale. Students' ratings of campus climate were very strongly correlated with their perspectives on their institutions' commitment to diversity ( $p = .842$ ). Students' own cultural awareness, intercultural knowledge, and openness to intercultural experiences were significantly related to their own diversity related curriculum experiences and their commitment to civic engagement and social action, but were not linked to their broader perceptions of campus climate. Additional analyses will explore links to academic functioning and potential moderating or mediating paths to student personal development.



**Booth- LaForce, Cathryn**

University of Washington

**Oxford, M., Lallernand, O., Abrahamson-Richards, T., Petras, A., Echo-Hawk, A., Buchwald, D., Picard, L., Adams. R.**  
**PROMOTING FIRST RELATIONSHIPS: ADAPTING AN EVIDENCE-BASED PREVENTIVE INTERVENTION FOR NATIVE**

Paper Presentation                      Session 1.3                      Thursday 10:45- 12:00                      Room 204

Promoting First Relationships (PFR; Kelly et al., 2008) is an evidence-based home-visiting program designed to promote caregivers' sensitivity and responsivity to the social-emotional needs of toddlers, leading to positive child outcomes. In this strengths-based intervention a trained PFR Specialist makes 10 home visits. Visits include "joining" with the toddler's caregiver to learn more about her/his struggles and needs; a video-recording of caregiver-child play for 15 minutes every other session, followed by reflection on the caregiver's and child's needs; positive instructive feedback of caregiver strengths on the video on alternate sessions; and weekly handouts and reflective discussion focusing on children's social-emotional needs and challenging behaviors. Randomized controlled trials of PFR have yielded significant positive outcomes in studies of families in the child welfare system, foster families, and other at-risk children (Nelson & Spieker, 2013; Oxford et al., 2013, 2015; Spieker et al., 2012, 2014). We are testing the effectiveness of PFR among members of a Northern Plains and a Plateau tribe, using randomized controlled trial designs—one smaller study with a wait-list control and one larger study with a comparison group that receives general resource information and individualized referrals. To ensure cultural acceptability and relevance of the PFR program in tribal communities, we conducted four focus groups and consulted with local staff to culturally adapt the program. Specific changes to PFR delivery and content have been made to increase fit with Native communities, while retaining the core elements of PFR. Members of these tribal communities have been trained and certified to deliver the PFR program, as well as to collect pre- and post-treatment research data but adaptations had to be made to the training process. Although each tribe is culturally distinct, we will discuss the overarching lessons we have learned regarding adapting early interventions in tribal communities to carry out research.



**Coser, Ashleigh**

Oklahoma State University

**Sullivan, Maureen**

**BEYOND THE NUCLEAR FAMILY: A DISSERTATION PROPOSAL**

Poster Symposium                      Session 1.2.1                      Thursday 10:45- 12:00                      Room 304/305

The presentation will be a proposal for future study. Several authors discuss the involvement of extended family members in American Indian (AI) families (Glover, 2001; LaFromboise & Dizon, 2003; McMahon, Kenyon, & Carter, 2013). Extended family involvement ranges from disciplining to teaching youth tribal knowledge and customs (Glover, 2001; LaFromboise & Dizon, 2003). Existing literature describes their involvement as positively impacting the family by providing support to parents and nurturing the parent child relationship (Glover, 2001). Despite these descriptions, few studies have examined the extent to which family members are involved and how their involvement impacts both the parent and child. The current proposal outlines a mixed-methodology study systematically examining extended family involvement in a sample of AI families in the Midwest. The project aim is to specifically examine extended family involvement and how their involvement influence parenting (stress and competency) and healthy child development (emotional well-being and cultural involvement). Data collection will include recruiting AI families from local Indian Education and Johnson O'Malley programs. For the quantitative portion of the study, families will complete a demographic form assessing parent/child age, sex, tribal affiliation, and income. Families will also complete the Native American Parenting Scale (NAPS), a measure developed by the researchers, to further explore specific AI parenting characteristics described in the literature. Following the completion of the quantitative portion, the researchers will conduct qualitative interviews with families that will consist of parents and extended family members. The interviews will include follow-up questions based on the NAPS and a set list of questions to assess their possible influence on the

family. Results of this proposed study will serve to assist in furthering our understanding of culturally specific parenting that is characteristic of AI families through systematic examination.



**Ford, Tara**

Aleutian Pribilof Islands Association, Inc.

**Arbuckle, A., and Aleutian Pribilof Islands Association, Inc. Stakeholders**

**"DON'T JUST TELL US WHAT TO DO." ENGAGING AND LEARNING FROM COMMUNITIES: REDUCING DIABETES, TOBACCO USE, AND OBESITY RELATED DEATHS IN THE ALEUTIAN PRIBILOF REGION"**

Poster Symposium                      Session 1.2.4                      Thursday 10:45-12:00                      Room 304/305

Aleutian Pribilof Islands Association, Inc. (APIA) teamed up with Alaska Native Tribal Health Consortium and Center (ANTHC) for Disease Control and Prevention (CDC) to reduce diabetes, tobacco use, and obesity related deaths by three percent over the next four years. The first phase of the project was to identify community strengths and areas of concern. APIA selected three communities to complete a self-report survey, interviewed key stakeholders throughout the Aleutian Pribilof Region, and hosted community events to identify the concerns and strengths. The goal was to get a wide representative sample, including youth, adults, and elders. APIA reported the findings back to the three communities, and then asked for localized strategies to meet the four year goals. One community member stated, "Don't just tell us what to do." She went on to say, that she would like to be shown how to implement effective strategies and how to integrate her way of life into mainstream best practices. Furthermore, the findings highlighted that to make lasting changes the next phase has to target women in these matriarchal communities and have specific youth focused programming.



**Garrett, Brady**

University of Minnesota Duluth

**Komro, K., Livingston, M., Mildred, M., Maldonado, M., Boyd, M.**

**HIGH CULTURAL IDENTITY ASSOCIATED WITH LOWER ALCOHOL USE AMONG AMERICAN INDIAN ADOLESCENTS**

Poster Symposium                      Session 3.3.2                      Thursday 3:00- 4:30                      Room 204

This study investigated salience of cultural identity as a protective factor against past month alcohol use and past month heavy alcohol use among AI adolescents. Data were part of a longitudinal randomized controlled trial of an alcohol prevention intervention for rural, non-reservation based communities. The present study included two baseline surveys from students who identified as being AI only (n = 435) or AI-White (n = 352) located from four distinct schools. The AI students completed a self-report survey assessing past month alcohol use and the Orthogonal Cultural Identification Scale at two baseline surveys administered 6 months apart. Results indicated high AI cultural identity was protective for the AI students attending the only majority AI school. For students in the remaining three schools, high identification with AI and/or White culture was associated with fewer past month drinking days and past month heavy drinking days. The findings support the hypothesis that high levels of cultural identification predicted fewer past month drinking days. The findings also show AI cultural identity was protective for AI students who attended a majority AI school. The findings highlight the complexities of cultural identity, the potential impact of school characteristics, and the within group diversity for this particular tribal sample. Implications of the results and recommendations for future study are provided.



**Geary, Erin**

Tribal Evaluation Institute/James Bell Associates

**Morales, J., Mcdaniel, J., Miles, J., Marfani, F, Lowe, A., Meyer, A., Beltangady, M., Stanton, C.**

**CONTINUOUS QUALITY IMPROVEMENT EFFORTS IN TRIBAL HOME VISITING**

Poster Symposium

Session 5.2

Friday 12:45- 2:00

Room 304/305

Tribal Maternal, Infant, and Early Childhood Home Visiting (Tribal MIECHV) grantees are improving services to young children and families through deliberate, data-driven Continuous Quality Improvement (CQI) efforts. Each of the 25 grantees have participated in three-day workshops to learn the tools and processes for undergoing a Plan-Do-Study-Act cycle to identify and test an improvement strategy. A collection of these grantees will describe the process they went through to identify areas for improvement within their program, explain the improvement theory and strategy that they tested, and discuss whether their particular strategy helped them achieve their original aim. These grantees will also describe lessons learned throughout the process, how CQI tools and processes worked within their particular communities, and any surprising results they encountered. The session will begin with a brief overview of the Tribal MIECHV initiative and the CQI technical assistance provided. After the poster viewing, the session will conclude with a full group discussion. Session Objectives: 1) Participants will have a foundational understanding of CQI and how CQI efforts are incorporated into the Tribal MIECHV initiative 2) Participants will have an opportunity to learn how individual Tribal MIECHV grantees are approaching CQI in their agencies 3) Participants will have an opportunity to discuss how these efforts might inform other tribal programs serving children and families.



**Gerde, Hope**

Michigan State University

**Peterson, C., Sheeran, L., Hong, S., Luze, G., Ipsa, J., Kampmann, J., Ziegner, M., Linscott, L., Bischoff, R.**

**DEVELOPMENT OF AN ONLINE BACHELOR'S DEGREE IN EARLY CHILDHOOD EDUCATION FOR A MOBILE SOCIETY: PROVIDING EARLY CHILDHOOD TEACHERS ACCESS TO QUALITY EDUCATION IN THEIR OWN COMMUNITIES**

Paper Presentation

Session 1.4

Thursday 10:45- 12:00

Room 103

Quality education for young children attending Head Start programs depends on quality early childhood teacher education. However, populations such as Head Start teachers, particularly Migrant and Tribal Head Start teachers who are already working in their communities, cannot access early childhood degrees from four-year universities without leaving their communities. Thus, faculty from seven institutions of higher education have developed a quality teacher preparation program that can be completed online, at one's own pace, and in one's own community. The Great Plains Interactive Distance Education Alliance (IDEA), a consortium that has been providing quality graduate degrees for over two decades, is launching their first bachelor's degree, Early Childhood Education for a Mobile Society! This presentation disseminates the four-year program development process; faculty from seven universities designed a fully online bachelor's degree in early childhood education. Intentionally, this program targets students who want to serve children and families from mobile societies including those, such as Migrant and Tribal Head Start Teachers, who migrate or move between cultures. Coursework enables students to develop specific skills, such as working with English language learners and children living in poverty and promoting cultural identity, for working with these particular populations. The program integrates the strengths of the early childhood majors from each university and matches the rigor of their on-campus degree offerings. The presentation will include research that supports the innovative online supervision model to be used for the three practicum courses required of students, some of which was completed in Tribal Head Start programs. Finally, a description of the program, the Great Plains IDEA, and steps for applying will be provided.



**Gonzalez, Miigis**

University of Minnesota

**Johnson-Jennings, Michelle**

**EXPLORE COMMUNITY AND CULTURAL OPPORTUNITIES TO DECREASE SUBSTANCE ABUSE: A PHOTOVOICE PROJECT**

Poster Symposium

Session 1.2.2

Thursday 10:45- 12:00

Room 304/305

With illicit drug use, binge alcohol use, and the need for treatment higher in American Indian (AI) populations when compared to the national average, communities are in dire need of culturally appropriate health intervention strategies. This poster will highlight results from a Photovoice project focused on understanding community and cultural opportunities to decrease substance abuse on an American Indian reservation in the Midwest. The purpose of this project was to understand high school student's perceptions, values, and opinions of local resources to prevent or decrease substance abuse. Through the use of Photovoice methodology, 8 high school students participated in 5 sessions to identify positive aspects of their homes, schools, and neighborhoods. As a peer group, they were prompted to consider how resources could prevent substance use and solutions to increasing youth involvement in local activities. In order to identify multiple levels of intervention and prevention, the Social Ecological Model guides the ongoing process of data analysis. The long-term goal of this research is to develop culturally meaningful and sustainable programs to decrease substance abuse and promote health and wellness among American Indian people. Through the use of Photovoice, researchers can see through the eyes of young people and understand what matters most to these important community stakeholders.



**Hill, Kyle**

Johns Hopkins University, Center for American Indian Health

**Cwik, M., Goklish, N., Suttle, R., McGuire, C., Tingey, L., Larzelere-Hinton, F., Barlow, A.**

**SOCIAL INFLUENCES IN AMERICAN INDIAN YOUTH SUICIDE: A PARTICIPATORY APPROACH TO IDENTIFICATION OF RISK AND PROTECTIVE FACTORS.**

Poster Symposium

Session 3.3.3

Thursday 3:00- 4:30

Room 204

The objective of the Social Network Analysis project is to study the effects of social networks and community influences in White Mountain Apache youth suicide and substance abuse. Generally, research has focused on individual-level risks such as depression, hopelessness, risk taking and substance abuse. Other research has identified that interpersonal conflict and social learning/modeling, including contagion, may also be important. This study seeks to discover the underlying social risk factors that may contribute to both suicide and substance abuse within the White Mountain Apache community. More importantly, we will also learn protective, interpersonal factors that can be nurtured within prevention programming to decrease the presence of youth suicide and substance abuse. The initial phase of the project, and the content of this presentation, include Community roundtables with elders, professionals, and youth within the community to establish themes that will determine the item content for the Social Network Interview. Next, in the second phase we will pilot the instrument with 75 at-risk White Mountain Apache youth, ages 10-19, and a subset of their network members. In the final phase of the study, we will hold more community meetings with key stakeholders who participated in the initial roundtables, as well as any additional informants who are identified or express interest in the design of a theoretical model and social network intervention to address alcohol, drug use and suicide risks.

**Kaufman, Carol**

University of Colorado Anschutz Medical Campus

Schwinn, T., Black, K., BigCrow, C., Tuitt, N.

**PRECURSORS TO SEXUAL BEHAVIOR CHANGE AMONG YOUNG AMERICAN INDIAN ADOLESCENTS OF THE NORTHERN PLAINS: RATIONALE AND PRELIMINARY RESULTS OF A GROUP RANDOMIZED TRIAL**

Paper Presentation

Session 4.2

Friday 10:15- 11:30

Room 103

RCTs evaluating the effectiveness of sexual risk reduction prevention among American Indian adolescents are scarce. Among the very young of this population – when prevention is perhaps most critical – none exist. In part, this is due to the challenges of conducting a rigorous evaluation in resource-thin communities. In addition, base rates of behaviors are low at young ages and thus changes in behavior are challenging to detect without an extended follow-up period or an untenably large sample size. In this paper presentation, we will share the results of a cluster randomized trial of mCircle of Life (mCOL), a teen pregnancy prevention intervention developed specifically for 10-12-year-old American Indian youth. We will examine the evidence for mCOL's effectiveness in enhancing factual knowledge and sexual avoidance self-efficacy - all theorized to delay the onset of sexual activity.

**Kennedy, Kathy**

University of Colorado Anschutz Medical Campus

**Greenwell, E., Sarche, M.*****REACHING THE MCH WORKFORCE IN RURAL, FRONTIER, AND AMERICAN INDIAN RESERVATION COMMUNITIES THROUGH DISTANCE EDUCATION: THE MCH-LINK PROGRAM***

Paper Presentation

Session 2.2

Thursday 1:30- 2:45

Room 204

With support from the Maternal and Child Health (MCH) Bureau of the U.S. D.H.H.S., the Colorado School of Public Health has launched the **MCH-Link** program (<http://www.MCH-Link.org>) to develop and deliver graduate level MCH courses to address the current educational needs of geographically-isolated MCH working professionals. **MCH-Link** offers these courses, without charge, to MCH workers in rural, frontier, and tribal underserved areas. These credits may be directed toward a public health Certificate in Maternal and Child Health, and ultimately to the Master of Public Health degree. The program addresses the target students' major barriers to higher education, namely distance and cost. **MCH-Link** is creating educational opportunities that are distance-based, and as flexible as possible to respond to the needs of working people. The MCH courses are offered as free-standing, 1-credit opportunities. **MCH-Link** also includes funding to cover the cost of the other required, basic public health courses so that some students can complete a public health Certificate in Maternal and Child Health without cost within the duration of this project. This question-and-answer session discusses the rationale for the approach taken, the nature of the current courses, and the successes and challenges to date.





**Lowe, Annie**

Native American Health Center

**Marfani, Farha**

**IT'S ALL ABOUT THE MESSAGE! USING CQI TO INCREASE ACTIVE PARTICIPATION IN AN URBAN TRIBAL HOME VISITING PROGRAM**

Poster Symposium                      Session 5.2.2                      Friday 12:45- 2:00                      Room 304/305

This poster will describe how the Plan-Do-Study-Act cycle was utilized in a CQI process to improve family participation in an urban home visiting program. We will describe the process of identifying the issue of family engagement and developing strategies to boost participation, including improving outreach and marketing about the program. We will also discuss lessons learned throughout the overall CQI process.



**Macy, Shelley**

Northwest Indian College

**OUR PRECIOUS BABIES: WHAT OUR CHILDREN SHOW US ABOUT SUPPORTING THEM AND ONE ANOTHER IN EARLY LEARNING SETTINGS**

Paper Presentation                      Session 4.4                      Friday 10:15- 11:30                      Room 304/305

Having taught early childhood education courses that incorporate the Parenting by Connection approach of Hand in Hand Parenting, the researcher poses questions as to what would happen if the entire staff of a tribal college child care program serving Native children could learn the assumptions of and operate on this approach. She examines further what supports might be necessary to help the staff use the philosophy and tools when their own stresses pulled at them. The participants in the study were seven Native women in their twenties and thirties who had worked at the Early Learning Center (ELC) from one to 3.5 years. Six were associate's degree students in the early childhood degree program and one was taking classes toward an early childhood certificate. Five were parents, two were non-parents. All nine classroom staff members in the ELC were expected to and supported in taking a specific ECED course that incorporates the Parenting by Connection curriculum. A follow-up support group was optional. This study examines results with the seven who engaged in that support group. Data collection consisted of pre- and post-assessments, individual interviews, and researcher field notes from—(1) each support group class, (2) observations in their classrooms, and (3) participation as a model and coach in their classrooms. Key findings: Teachers who employed Parenting by Connection listening tools learned a great deal from the children about what children need when they have big feelings to expel through crying and tantrums; adults found the children more relaxed and able to cooperate and learn after ridding themselves of big feelings; and the adults benefited by modeling and coaching from the instructor and by ongoing co-listening for themselves to help keep their own big feelings from hijacking their patience and good thinking about the children.



**Marfani, Farha**

Native American Health Center, Oakland, CA

**Lowe, Annie**

**LESSONS LEARNED FROM IMPLEMENTING A TRIBAL HOME VISITING PROGRAM IN A LOW RESOURCED URBAN COMMUNITY**

Paper Presentation                      Session 3.4                      Thursday 3:00- 4:30                      Room 103

Historical and intergenerational trauma has contributed to the breakdown of healthy attachment and parenting practices in AI/AN families. To strengthen the bonds between AI/AN caregivers and children, the Strong Families Home Visiting Program uses physical, verbal, emotional and cultural tools to empower families in the healthy attachment and development of their children. Building on the strengths of an Urban Native community in Alameda County, California, the program is housed in a community health center, a trusted agency which has been serving the Native community for decades, and is offered through peer specialists providing services to parents and caregivers of AI/AN children ages 0-3. The program utilizes a community mental health model, offering services that emphasize holistic wellness through

integrated care coordination and connection to the Native community. Based on a community needs assessment, two models and curricula were selected: Family Spirit (FS) and Positive Indian Parenting (PIP). FS has been implemented with cultural adaptations and with a particular focus on infant mental health. Seventy families, including pregnant and postpartum women, and fathers, have participated to date. Preliminary data suggests that adapting the curriculum to meet basic needs of families has increased receptiveness to the curriculum. Through positive relationship modeling by staff, home visitors have seen increases in positive parent-child interactions. The next step in the program is to implement the PIP curriculum and through a quasi-experimental study utilizing randomized block design, evaluate whether the cultural enhancement provided by the PIP curriculum improves parental outcomes beyond FS alone. Families receiving PIP will be compared to families receiving FS on parental outcomes (parent self-efficacy, parent responsiveness to child, and cultural connectedness). We will present preliminary data from the evaluation study, as well as measurable outcomes, participant perceptions, and lessons learned in implementing a home visiting program in an urban Native community.



**McDaniel, Judy & Smallwood, Brandi**

Choctaw Nation

**CHOCTAW NATION OF OKLAHOMA CHAHTA INCHUKKA CQI**

Poster Symposium

Session 5.2.3

Friday 12:45- 2:00

Room 304/305

The Chahta Inchukka Home Visiting Team developed this Continuous Quality Improvement (CQI) study after careful review of their Benchmark data collected on 9/29/2014 that demonstrated there was a "lack of acceptance and/or follow through on referrals for additional supportive service recommendations for Chahta Inchukka clients identified as at-risk of unhealthy relationships; i.e., domestic violence (DV)." A Plan was developed to provide each staff member with 20 hours of Domestic Violence (DV) professional development to improve their knowledge in supporting their clients who were/are experiencing unhealthy family relationships (DV) to improve the rate of clients' acceptance of high risk referrals by 5% within the next six (6) months. The study results were gathered from: First, form 3, Benchmark 4.2 for Baseline was 8/21/2012 - 9/29/2013, number of mothers identified as being at-risk of DV: 8, number of mothers identified as at-risk of DV that were referred: 5, and baseline value: 62.5. Second, form 3, Benchmark 4.2 for Comparison Year 1 was 9/30/2013 - 9/29/2014, number of mothers identified as being at-risk of DV: 1, number of mothers identified as at-risk of DV that were referred: 0. Third, form 3, benchmark 4.2 for Comparison Year 2 was year-to-date 9/30/2014 - 8/15/2015, number of mothers identified as being at-risk of DV: 0, number of mothers identified as at-risk of DV that were referred: 0. Initially, Domestic Violence seemed to be a substantial issue for this home visiting program; however, as the grant progressed, with fewer clients being identified as at-risk for DV, it does not seem to warrant any further investigation.



**Miles, Jon**

Searchlight Consulting & Eastern Band of Cherokee

**STRENGTHENING THE TEAM: THE CQI PROCESS FOR THE EASTERN BAND OF CHEROKEE INDIANS**

Poster Symposium

Session 5.2.5

Friday 12:45- 2:00

Room 304/305

The value of the Continuous Quality Improvement (CQI) process for our Tribal MIECHV-funded Nurse Family Partnership program has been twofold. The obvious benefit has been to help us generate ideas for program improvement and strategies to achieve it. We have focused on improving our program retention rates and our nurses report that they have been pleased with the three-pronged strategy that we have implemented. The second benefit, however, has been potentially more important: it has engaged our team in a level of interaction and cooperation that was beyond what had been achieved prior to the CQI process. Team members felt that they had an opportunity to take a bird's eye view of the program and see beyond their own particular program responsibilities. The process increased their level of investment in the program as a whole, and opened new avenues of communication within the team. 1) Set higher and clearer expectations for client involvement in the first four weeks of enrollment; 2) Increase the between-session

correspondence with clients, especially in the first month of enrollment; 3) Revise the incentive schedule so clients are rewarded with things (body pillows, nursing pillows, books) at strategic points to encourage clients to remain enrolled.



**Mousseau, Alicia**

University of Colorado Anschutz Medical Campus

*PILOTING A SCHOOL-BASED MINDFULNESS PROGRAM WITH AMERICAN INDIAN YOUTH: LESSONS LEARNED AND FUTURE DIRECTIONS IN CAPACITY BUILDING*

Paper Presentation                      Session 5.4.1                      Friday 12:45- 2:00                      Room 103

Many American Indian communities and schools have 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 on American Indian students are risky sexual behaviors and substance use. More specifically, there has been an increase in students' sexually transmitted infections and pregnancies within the last couple of years. Substance use rates have also increased. Both of these issues have influenced student attendance and retention, as well as overall academic performance. American Indian communities understand that the issues that their students are facing and are trying to provide a variety of programming and services to help students develop individual and interpersonal skills that will encourage and assist them in living a healthy and successful life. 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 has been utilized in a variety of treatments and for a number of different issues is the practice of mindfulness, which has been described as awareness, acceptance, and nonjudgment of present moment experiences. Mindfulness has also 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. The current paper will describe a project that piloted a mindfulness program in a reservation-based high school and its effects on risky behaviors, including sexually transmitted diseases and substance use, and retention. Lessons learned and future directions in capacity building will be discussed in relation to this project.



**Murray, Desiree**

University of North Carolina Chapel Hill

*SELF-REGULATION DEVELOPMENT AND INTERVENTION*

Plenary Session		Thursday 9:00- 10:00	Shore Family Forum
Roundtable	Session 1.1	Thursday 10:00-12:00	Room 321
Roundtable	Session 3.1	Thursday 3:00-4:30	Room 321

Self-regulation is a developmental growth process that is best understood in the context of children's relationships with caregivers and the broader supports and stressors in the environment. This presentation will describe key concepts related to self-regulation development, with a particular focus on adolescence which is a time of unique vulnerability and opportunity for self-regulation. The importance of caregivers in a process of "co-regulation" will be reviewed as a foundation for promoting self-regulation development. A comprehensive approach to intervention across development and settings will be presented based on a theoretical model and a review of the current intervention literature. Program recommendations applicable to adolescents will be discussed.



**Redbird- Post, Melody**

Kiowa Tribe Child Care Program

*PERCEPTIONS OF WELL-BEING AND HEALTHY LIVING AMONG TRIBAL YOUTH AND THEIR FAMILIES IN SOUTHWEST OKLAHOMA*

Paper Presentation                      Session 2.3                      Thursday 1:30- 2:45                      Room 103

From November 2014 through July 2015, a community needs assessment was conducted to assess the health and well-being of tribal children and their families residing in rural Southwest Oklahoma. The needs assessment conducted by the Kiowa Tribe Child Care Program was funded via a capacity building grant from the Notah Begay III Foundation. Data collected included key informant interviews, focus group sessions, and surveys, as well as quantitative data on Body Mass Index and available tribal and community demographic data. Preliminary analysis presents a depiction of perceptions of health and wellness among tribal youth ages five through seventeen years old and their families. The findings from the needs assessment will help the Kiowa Tribe plan interventions and implement programs and activities to address the identified needs. This paper presentation presents a synopsis of the final report for the needs assessment as well as next steps and future directions for the tribe and the families served.



**Snetsinger, Sarah & Anderson, Cyndi**

White Earth Nation

**IMPLEMENTING CQI IN WHITE EARTH NATION TRIBAL HOME VISITING PROGRAM**

Paper Presentation                      Session 5.2.1                      Friday 12:45- 2:00                      Room 304/305

White Earth Nation Tribal MIECHV program was selected to participate in the CoIIN. The CoIIN is a focused and deliberate method of continuous quality improvement which uses rapid PDSA (Plan, Do, Study, Act) cycles to demonstrate CQI. The data generated through the PDSA cycles is used to inform next steps in CQI. **OUR GOAL:** "Increase the percentage of age appropriate children enrolled in the LIFE Program being screened with ASQ-3 and ASQ:SE, according to benchmark plan, to 75% by 10/31/2014."The NHVs are responsible for completing the ASQ's with the families during their home visits. The home visiting nurses are part of the CQI process through each of its cycles. When an approach is rapidly tested and the data analyzed, it leads to another question. Each step leads us to future steps as we continually work to address our goal. After detailed data review, sometimes it is determined that a new course of action is necessary to test to see if it is more effective. Our poster session will highlight the first five sub-cycles of Cycle 1 and the first three sub-cycles of Cycle 2, which have led us to a new question. This new question will be tested in Cycle 3. The value of the rapid PDSA cycle is that it is possible to determine quickly what is or is not working. If something isn't working, then we keep testing until we achieve the desired level of sustained success for the program. Key Findings have included developing a system to track ASQs in Nightingale Notes, the design of a tickler system and analyzing the reasons why ASQs have not been completed. Since we have not been able to sustain the results, we are beginning to analyze the reasons why ASQs are not being completed.



**Tovar, Molly**

Kathryn M. Buder Center for American Indian Studies at Washington University in St. Louis

**Patterson, D., Jonson-Reid, M., Thompson, K., Whitegoat, W.**

**TRAINING SOCIAL WORKERS TO PROVIDE CULTURALLY COMPETENT MENTAL HEALTH SERVICES TO NATIVE CHILDREN AND YOUTH**

Paper Presentation                      Session 4.3                      Friday 10:15- 11:30                      Room 204

Social Workers Advancing through Grounded Education (SAGE) is a three-year project that aims to train 47 new masters-level social workers to provide culturally competent mental health services to children and youth in American Indian/Alaska Native (AI/AN) communities. Based at the Kathryn M. Buder Center for American Indian Studies at Washington University in St. Louis, a premier scholarship program in social work committed to the education of Native MSW students, SAGE combines intensive and specialized transdisciplinary courses with field placements in agencies that provide mental health services to AI/AN children and youth. Recruiting students, building partnerships with mental health providers in Indian Country, and increasing field education opportunities for SAGE scholars have been important efforts in the project's first year. As the project also aims to build capacity in Indian Country, increasing professional development opportunities for students and providers and increasing employment opportunities in Indian Country have also been important efforts. The proposed paper will describe this innovative training program and review outcomes and lessons learned from the project's first year. Among the outcomes discussed will be the pre and post-assessments of cultural competency completed by SAGE students before and after completing their field placement, increases in Indian Country field sites and partnerships, and increases in alumni engagement.



**Trucksess, Caitlin**

University of Colorado Anschutz Medical Campus

**Whitesell, N., Sarche, M.**

**CBPT AND MEASURE VALIDATION: WORKING WITH TRIBAL COMMUNITIES TO EXPLORE THE FEASIBILITY AND CULTURAL FIT OF A SCREENER FOR DEVELOPMENTAL PROBLEMS IN EARLY CHILDHOOD**

Poster Symposium                      Session 5.3.3                      Friday 12:45- 2:00                      Room 204

Research on the effects of interventions with American Indian and Alaska Native (AIAN) children are often hampered by the lack of appropriate and validated measurement tools; without such tools, outcomes cannot be adequately assessed and interventions cannot be adequately evaluated. Standardized measures developed and normed in the general population typically have little or no data on AIAN populations; research often moves forward assuming measures are good enough, even while doubts about their appropriateness remain. In this study, the Tribal Early Childhood Research Center (TRC) engaged tribal partners on a national level to review the Survey of Well-being of Young Children (SWYC), a new screening tool for developmental, social, and emotional problems in children birth to five years. The SWYC has been validated in pediatric settings, but AIAN children were not included in the validation sample in sufficient numbers to analyze. Given the promise of the SWYC in other settings, however, the TRC undertook a study of the feasibility of the SWYC in tribal communities. A Community of Learning (CoL) arising out of the TRC, made up of tribal early childhood program leaders, university researchers, and federal program partners, designed a study to gather input from key tribal stakeholders. The CoL engaged seven culturally and geographically diverse tribal communities for focus group and key informant interviews. Communities were selected to represent the diversity in AIAN groups (reservations and urban communities; five geographic/cultural regions). A total of 32 focus groups and 20 key informant interviews were conducted with 199 participants, including pediatricians, tribal early childhood staff, mental health providers, parents, tribal government leaders, and tribal elders. Three themes emerged from the qualitative analysis of interview notes and transcripts. First, a strong need to screen for early problems was identified, related to challenges to early development, gaps in parental knowledge about development, barriers to early screening, and insufficient resources for early intervention. Second, concerns about the process of screening suggested that screening should be simple, engage parents fully, use Native language where appropriate, be done by appropriate providers and in appropriate service settings, include transparency in how data will be used and shared, and ensure referral processes for children identified

at risk. Third, while the content of the SWYC was lauded for being comprehensive and generally suitable in most tribal contexts, concerns were raised about accurate norms for AIAN children and suggestions were made to review all items cultural appropriateness. Findings support two recommendations: (1) In the short term, guidelines for use of the SWYC with Native children and families are needed to assist in current screening efforts; (2) in the longer term, a validation study is needed appropriate norms for this population should be established. This study highlights the usefulness of community engagement in the process of developing measures for use with AIAN children.



**Tsethlikai, Monica**

Arizona State University

**ACTIVE PARTICIPATION IN FAMILY AND CULTURAL RITUALS PROMOTES POSITIVE DEVELOPMENT IN MIDDLE CHILDHOOD**

Paper Presentation                      Session 5.4.2                      Friday 12:45- 2:00                      Room 103

How does children's participation in family and cultural rituals impact the development of their executive functions and ability to self-regulate? Diamond (2012) theorized that children's participation in programs or interventions that 1) contribute to increased feelings of joy and social belonging, 2) actively engage their core EF skills (e.g., working memory, inhibitory control, and cognitive flexibility) and 3) involve physical exertion, support the development of executive function skills, and promote positive developmental outcomes. Expanding upon Diamond's model we explored how children's activities shape executive function and contribute to positive developmental outcomes. We first explored whether primarily Caucasian children's participation in family rituals such as attending church regularly, reading scripture together, and doing things like going camping or skiing on a regular basis were related to their performance on a battery of assessments assessing their executive function skills using both parent reports (BRIEF) and child performance-based assessments (e.g., Wisconsin Card Sorting Task, Contingency Naming Test, Color Trails). In the first study, we found that in keeping with Diamond's model, children (M = 9.77 years old, N = 149) who routinely engaged in family rituals reported higher levels of social support and better self-regulatory skills than children who did not routinely participate in these activities. In our ongoing study, we are exploring whether active engagement in family as well as cultural and spiritual rituals promotes the development of executive functions and self-regulatory skills in urban American Indian children. We currently have data on 50 children and will report our preliminary findings. To date, children participated in 2.5 cultural activities on average, and participation in more cultural activities was related to better performance on several child performance-based indicators of EF.



**Tuitt, Nicole**

University of Colorado AMC

**Black, K., BigCrow, C., Shangreau, C., Keane, E., Kaufman, C.**

**A PROMISING MULTIMEDIA CURRICULUM TO HELP NATIVE YOUTH MAKE HEALTH DECISIONS**

Poster Symposium                      Session 5.3.1                      Friday 12:45- 2:00                      Room 204

This poster covers four objectives: 1) describe the historical development of Circle of Life, including data showing COL effectiveness from an RCT study; 2) discuss the adaptation of COL to an online/multimedia format, with screen shots taken from the website showing the curriculum; and 3) describe the mCOL project which, conducted with 6 Native Boys and Girls Clubs in the Northern Plains (funded by the Office of Adolescent Health). We will include demographic data, lessons learned and next steps. Finally, we will engage the conference audience in discussion of next steps for dissemination and intervention



**Walden, Angela & West, Amy**

University of Illinois at Chicago

**EXAMINING RELATIONSHIPS BETWEEN RISK FACTORS, CULTURAL CONNECTION, AND DELINQUENCY AMONG AMERICAN INDIAN ADOLESCENTS**

Poster Symposium

Session 1.2.3

Thursday 10:45- 12:00

Room 304/305

Although juvenile arrests have demonstrated a declining trend over the past decade, youth continue to be arrested at alarmingly high rates. It has been estimated that 1.3 million youth are arrested annually (Office of Juvenile Justice and Delinquency Prevention, 2014). In addition, the disproportionate representation of youth of color in the juvenile justice system (Office of Juvenile Justice and Delinquency Prevention, 2009), including American Indian (AI) youth (Armstrong, et al., 1996), has been well documented. Despite this, research examining factors that predict delinquency among AI youth is lacking. This study utilized a large sample of 7th through 12th grade AI youths' self-reported information collected as part of a larger drug use epidemiology study (Beauvais & Swaim, 2015) in order to examine relationships between risk factors, moderated by youths' cultural connection, and youths' self-reported engagement in illegal activities (e.g., vandalism, robbery, theft). Results will include practical suggestions for understanding and responding to delinquency risk with AI youth.



**Woolverton, Maria**

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

**Sarche, Michelle & the AI/AN FACES Workgroup**

**TRIBAL CBPT ON A NATIONAL SCALE: PLANNING FOR THE FIRST NATIONAL STUDY OF AMERICAN INDIAN AND ALASKA NATIVE HEAD START PROGRAMS**

Poster Symposium

Session 5.3.2

Friday 12:45- 2:00

Room 204

Nationally, about 35,575 American Indian and Alaska Native (AI/AN) children and their families are served by Head Start, a program designed to improve school readiness and child development. Just over half of the AI/AN children and families are served by 146 AI/AN tribally-run Head Start programs. While we have a wealth of information about Head Start children and families in general, we have only very limited information about those who attend Tribal Head Start programs, which includes both Native and non-Native children. The Head Start Family and Child Experiences Survey (FACES) is the premier source of information on Head Start programs and the children and families they serve. The Office of Planning, Research, and Evaluation (OPRE) of the Administration for Children and Families has conducted FACES every three years since 1997 and uses these national data to inform critical decisions about Head Start policy and practice. However, to date, Tribal Head Start programs have not been included in FACES because of concerns that measures and methods used in FACES may not be appropriate for Tribal Head Start programs, children, and families, and because of the logistical challenges of sampling this culturally diverse population of politically sovereign nations. Tribal Head Start leaders have argued that by being left out of this flagship Head Start research enterprise, the needs of their programs, children, and families remain invisible. Without representative data, Tribal leaders are less positioned to advocate for policies and practices necessary to serve their children and families, and for the resources to implement those policies and practices. In the current poster, we share information about the design of the study, its timeline, and the intensive collaborative planning process that has put Tribal Head Start leaders, researchers, and federal staff at the same table to design AI/AN FACES.