

# NCRE 2017 Presentation Abstracts

## **Abrahamson-Richardson, Tess**

James Bell Associates, Inc.

## **Whitesell, N., & Lyon, K.**

### **Community Engagement in Designing a Multi-Site Implementation Evaluation of Tribal Home Visiting Programs**

Paper Presentation                      Session 2.1                      Thursday 1:30- 3:00                      Colorado Ballroom I

This session will provide an overview of MUSE, the Multi-Site Implementation Evaluation of Tribal Home Visiting, highlighting the community-engaged evaluation design process that is integral to this study. Presenters will share the process of developing and refining the MUSE conceptual model, evaluation aims, research questions, and data collection methods in consultation with project stakeholders. This session will also provide a general overview of the mixed-methods evaluation design components and major considerations that have shaped measure selection. Attendees will learn about the MUSE team's approach to community-engaged research within the context of a national multi-site project and to working with stakeholders engaged in numerous and diverse roles within the tribal early childhood field.

## **Abramson, Lisa**

Inter-Tribal Council of Michigan

## **Kushman, E., Leonard, A., & Torres, J.**

### **Utilizing Cultural Foundations and Adaptation to Support Early Learning in a Home-Visiting Program**

Paper Presentation                      Session 4.2                      Friday 10:45-12:00                      Colorado Ballroom I

The Inter-Tribal Council of Michigan and 10 partner Tribes have created a home visiting system designed to provide services pregnant and postpartum women and infants and children from birth to 5 years old using the Family Spirit home visiting model. While Family Spirit program outcomes indicate significant impacts on families and children from birth to 3 years, little research exists to evaluate the effectiveness of the model on the full program target population of infants and children birth to 5 years. Early learning deficits in the areas of literacy, language, and math in children arriving at Michigan Tribal Head Start programs was identified as a significant need to be addressed by education and programming. The "Gikinawaabi" (Learn by Observing) supplemental curriculum was developed to enhance the current home visiting model, Family Spirit, to include effective, targeted, and culturally inclusive content, to achieve the following outcomes 1. Improve parenting skills that support early learning; 2. Increase positive parent-child interactions; 3. Improve home environment conducive to learning; 4. Improve child early learning skills; and 5. Improve school readiness. Gikinawaabi was developed using the "Making it Work" method of connecting cultural learning experiences in Tribal communities with the Head Start child development and early learning framework. The evaluation study combines a pre-post quasiexperimental design, using LOLLIPOP and PICCOLO scores, with qualitative methods (i.e., focus groups) to address the following questions: When compared to families receiving standard Family Spirit Home Visiting services, do families who receive Gikinawaabi have 1) improved achievement in developmental parenting skills, responsiveness, encouragement, and teaching skills that support early learning and 2) improved developmentally appropriate early learning skills for children. Findings from focus groups will be shared along with preliminary pre-post findings.

## **Allen, Jim**

University of Minnesota Medical School, Duluth campus

## **Rasmus, S. & Charles, B.**

### **Culturally Grounded Strategies to Address Social Determinants of Alaska Native Youth Suicide by Fostering Community Resilience**

Paper Presentation                      Session 1.2                      Thursday 10:45-12                      Colorado Ballroom I

This presentation will highlight the general findings of a regional developmental disabilities needs assessment of Kansas tribal communities, which evaluated service delivery quality and disability resource availability. This presentation will highlight the use of community forums, parent meetings, and community member interviews to evaluate the experiences of families and community members. This project included community activities to educate American Indian families on special education law, advocacy, cultural identity, prevention strategies, environmental health, and child

development. Strategies for community education will be discussed in detail along with cultural competency training for providers.

**Allison-Burbank, Joshua**

University of Kansas Medical Center; Intercampus Program in Communicative Disorders

**Fostering Systemic Change in Kansas Tribal Communities to Address High Rates of Developmental Disabilities**

Poster Symposium                      Session 2.4.1                      Thursday 1:30- 3:00                      Crystal Ballroom I

This presentation will highlight the general findings of a regional developmental disabilities needs assessment of Kansas tribal communities, which evaluated service delivery quality and disability resource availability. This presentation will highlight the use of community forums, parent meetings, and community member interviews to evaluate the experiences of families and community members. This project included community activities to educate American Indian families on special education law, advocacy, cultural identity, prevention strategies, environmental health, and child development. Strategies for community education will be discussed in detail along with cultural competency training for providers.

**Barnes-Najor, Jessica**

Michigan State University

**Examining Culture and Language in the Tribal Early Childhood Education Context**

Paper Presentation                      Session 3.2                      Thursday 3:15- 4:00                      Colorado Ballroom III

In this session, we will share the preliminary work of the Tribal Early Childhood Research Center's Culture and Language Community of Learning. Participants will learn about the structure and processes used by the Culture and Language Community of Learning to convene partners to address this broad and multifaceted topic. We will also share the guiding questions in order to facilitate a dialogue among session participants about priorities and next steps for this important work.

**Beaulieu, Susan**

University of Minnesota

**Indigenous Health and Wellbeing Practices Historically, Today and across the Lifespan: Impacts on Individuals and the Community**

Paper Symposium                      Session 4.4.2                      Friday 10:45- 12:00                      Colorado Ballroom III

This presentation is to get feedback on dissertation research to look at how perceptions of health and wellbeing practices have changed or remained the same over time for Indigenous people living in Minnesota. This research will interview elders to discuss the transmission of wellbeing practices across time, look at their own practices over time, and consider causes and implications of changes in practices at the individual and community levels. Finally, "promising practices" to support Indigenous health and wellbeing will be considered.

**Bernstein, Sarah**

Mathematica Policy Research

**Malone, L. & Bush, C.**

**Head Start Children's Cultural and Language Connections: Evidence from a National Study of AI/AN**

**Head Start (AI/AN FACES)**

Paper Presentation                      Session 1.4                      Thursday 10:45- 12:00                      Colorado Ballroom III

In this paper, we use data from the first national study of AI/AN Head Start programs (the American Indian and Alaska Native Head Start Family and Child Experiences Survey, or AI/AN FACES) to describe cultural and language connections (that is, exposure and connectedness to Native traditions and language) in AI/AN Head Start programs and communities. Early childhood services in tribal communities must honor and support cultural and language connections. These connections have been identified as key indicators for an early childhood needs assessment that is aiming to determine whether services meet children and families' needs (Malone et al., 2016). The AI/AN FACES conceptual model recognizes this, interweaving culture throughout. AI/AN FACES includes over 950 children and is representative of Region XI children, their families, classrooms and programs. In this paper, we describe indicators of children's cultural and

language connections within Head Start, as a key early childhood service provider, and outside of Head Start, for services to consider and build in support child and family well-being. Descriptive findings come from multiple sources collected during the 2015-2016 program year. Information about children's cultural and language connections outside of Head Start is drawn from parent surveys, while information about connections within Head Start is from teacher, center, and program director surveys, and classroom observations. Finally, the paper discusses implications of findings on language and culture for understanding resources and needs to support children's development in tribal communities. Findings could also inform policy and practice to support linguistic diversity in Head Start. References L. Malone, E. Knas, M. Cavanaugh, and J. West (2016). Early Care, Education, and Home Visiting in American Indian and Alaska Native Communities: Design Options for Assessing Early Childhood Needs. OPRE Report # 2016-49, Washington, DC: Office of Planning, Research and Evaluation, Administration for Children and Families, U.S. Department of Health and Human Services.

### **Duggan, Anne**

#### **Home Visiting Research: Where We've Been and Where We Need to Go**

Paper Symposium

Session 3.1

Thursday 3:15- 4:30

Colorado Ballroom I

Home visiting aims to achieve a broad range of outcomes in families with diverse strengths and risks. To be effective in helping families reach these outcomes, services must be clear and coherent, and programs must fully support staff to carry out all aspects of their roles. Research has identified several pressing issues that must be addressed to strengthen and broaden home visiting effectiveness. This presentation describes how a national research and development platform is advancing the field by addressing these issues. The discussion will focus on the ways in which home visiting research can inform home visiting in tribal communities, gaps in our current understanding of home visiting in tribal communities, and next steps for research to address those gaps.

### **Elm, Jessica**

Oneida & Stockbridge-Munsee; University of Washington

#### **Walls, M.**

#### **Toward Identifying Native-Specific Adverse Childhood Experiences: A Latent Class Analysis**

Paper Symposium

Session 4.4.1

Friday 10:45-12:00

Colorado Ballroom III

American Indian (AI) health inequities remain a persistent challenge. In the general population literature, the Kaiser/CDC Adverse Childhood Experiences (ACEs) studies have identified a set of 10 early life stressors that increase the risk for many of the leading causes of death in adults. As with most U.S. population health studies, the Kaiser/CDC ACE findings do not generalize to Native communities. There is a need to identify AI-specific childhood predictors of distal health challenges. Tribal communities can be empowered to identify ACEs that are relevant to *their* communities so that AI health disparities can be addressed through prevention and early intervention strategies, as well as data-driven tribal leader policy advocacy. This presentation will discuss preliminary findings of a secondary data analysis which utilizes latent class analysis to examine childhood stressors among a sample of AI adults with type-two diabetes.

### **Gelman, Katie**

OMNI Institute/University of Colorado Anschutz Medical Campus

#### **Whitesell, N., Kaufman, C., Brooks-Russell, A., Mousseau, A., Asdigan, N., & Baron, A.**

#### **The Role of Ethnic Identity in the Development of Marijuana Use among Young Adolescents on a Northern Plains Reservation: Measurement, Findings and Limitations**

Paper Symposium

Session 4.3

Friday 10:45-12:00

Colorado Ballroom III

Exploration of ethnic identity (EI) is a key developmental task during adolescence that is particularly salient for minority groups. While research shows that strong EI is protective against a host of risky behaviors, this has not been consistently found within American Indian populations. In this study, we explored the measurement characteristics of an EI construct over a 2 year period during early adolescence and reflect on findings related to measurement of this complex construct. Secondly, we included the EI construct as one of several risk and protective factors tested in a growth mixture model of factors influencing emergent marijuana use. While EI showed null effects, culturally relevant community based activities had a strong protective effect against risky marijuana use, as did prosocial peers. We briefly discuss these findings in the

context of the importance of understanding the role of culture in the development of marijuana use risk behavior among early adolescents on a Northern Plains reservation.

**Gonzalez, Miigis**

University of Minnesota

**Exploring the Relationships between Indigenous Language and Wellness: A Project Proposal**

Poster Symposium                      Session 3.3.1                      Thursday 3:15- 4:30                      Crystal Ballroom I

Researchers have increasingly looked to Native American culture to improve wellness behaviors, compiling more evidence that culture may prevent and treat outcomes such as depression and substance abuse. Use and definition of culture in studies varies; language is not used consistently, and rarely considered as a separate construct. Yet, as a critical component of culture, language is vital to wellbeing. Language transmits ideas, beliefs, and knowledge, which enhance social support, interpersonal relationships, and shared identity. Indigenous languages preserve important concepts, shaping entire belief systems and defining how people formulate ideas and make decisions. Despite community emphasis on language revitalization, there is limited wellness research highlighting Indigenous languages. Within the available literature, discrepancies exist that fail to explain the full effect of language on wellbeing. Therefore, the purpose of this project is to use rigorous qualitative methods to explore the connection between Indigenous language use and wellness through interviews with 1st and 2nd language adult speakers. University and community members with health, linguistic, and/or cultural expertise will code the data. The project seeks to identify wellbeing impacts resulting from language use and to define key constructs affecting the relationship between language use and wellbeing. Results will: inform well-being programs and encourage the use of Indigenous languages; define wellbeing mechanisms in order to adequately conceptualize, operationalize, and measure the dynamic nature of Indigenous languages; enhance the effectiveness of culture-based prevention/intervention programs; and identify individual, family, community, and institutional needs necessary for improved language use to enlighten future research and policy practice. We must first understand language as a component of wellbeing in order to use it effectively to improve communities.

**Hautala, Dane**

University of Minnesota

**Walls, M.**

**Progression of Onset of Nicotine, Alcohol, and Marijuana Use Disorders among North American Indigenous Adolescents**

Paper Presentation                      Session 3.2                      Thursday 3:15- 4:30                      Colorado Ballroom II

North American Indigenous (i.e., American Indian and Canadian First Nations) adolescents experience high rates of substance use disorders. Little research, however, has examined the temporal progression among multiple substance use disorders or relevant risk and protective factors. The purpose of the study was to examine the onset of nicotine, alcohol, and marijuana use disorders among a large longitudinal sample (N = 674) of Indigenous adolescents residing in the Midwest of the United States and Canada. Using discrete-time survival analysis across the span of adolescence, we found that nicotine dependence preceded alcohol dependence, but alcohol and marijuana dependence did not precede nicotine dependence. Nicotine and alcohol dependence preceded marijuana dependence, but marijuana dependence did not precede alcohol dependence. Thus, it appears the progression of onset of substance use disorders progresses from lower licit substance use disorders (e.g., nicotine) to illicit substance use disorders (e.g., marijuana). The results are contextualized for Indigenous communities, and implications for substance abuse prevention are discussed.

**Hermes, Mary**

University of Minnesota - Twin Cities

**Unspoken Words: Research and Indigenous Language Revitalization**

Plenary Session II    Friday 9:00-10:30    Grand Ballroom IV

Roundtable    Friday 10:45-12:00    Executive Room A

In this plenary talk, Dr. Mary Hermes will propose that researchers involved in the study of Native American children should seize this moment to reclaim a space in their work for Indigenous languages. Myths about our languages (e.g.

they are all “dying”) intersect with American stereotypes, resulting in relegating ‘language’ work to only those experts (linguists) to research. Walking through her own research and experience in revitalization, she will touch on the central topic of **why** as scholars and practitioners we could all consider Indigenous culture through languages as central. Language and culture have been our grounds for re-defining research, making space for the Indigenous in the academy and giving back to our communities.

**Ivanich, Jerreed**

University of Nebraska Lincoln

**Social networks of American Indian Youth: Preliminary Results of a Substance Prevention Program**

Paper Presentation                      Session 2.3                      Thursday 1:30- 3:00                      Colorado Ballroom III

Ethnographic and anthropological studies have suggested that Indigenous populations are more densely connected to each other within communities. It has also been asserted that dense connections are formed at the familial level for Indigenous populations in ways not seen in mainstream society. On a quantitative level this has remained an empirical speculation, however. The current study uses preliminary pre-test data from a large scale randomized control trial of a culturally adapted family-based intervention program delivered in four American Indian communities that all share a common culture and language. We examine the social network degree, density, and network composition (familial ties) provided by youth in the study. As data is still being collected, these results reflect a preliminary snapshot. However, these data can provide insights into how well connected youth are (degree), how close their ego-centered network is (density), how many of their nominations share similar attributes (homophily) and the likelihood of youth nominating family ties as their alters compared to other ties. This work provides a unique vantage point into the composition of Indigenous relationships, for basic research and future prevention and intervention studies.

**Leon, Katrina**

Stockton Unified School District

**Yuli's Story: Using Educational Policy to Achieve Cultural Genocide**

Paper Presentation                      Session 4.5                      Friday 10:30- 11:45                      Crystal Ballroom I

All children residing in the United States have the right to a quality education. At least that is our collective expectation. Through the lived experience of Yuli, a Native American woman from the Southwest, you will discover, due to her birth on a remote reservation, she was not given the same access to education you or I would expect. On Yuli's reservation the school system is managed by the Bureau of Indian Education. Rather than provide K-12 schooling, the BIE operates K-8 on her reservation and Native youth who want to go to high school must move off-reservation. This presentation will focus on Yuli's experiences as she traversed the educational system offered to her in order to complete eighth grade, earn her high school diploma and be accepted to college. Her narrative gives insight into what she lost, personally and culturally, as a result of the operational delinquency of a United States of America government agency tasked with one duty, providing an adequate, quality education to Indigenous youth across the United States. This presentation will share Yuli's educational inopportunity, and the cultural impact of leaving the reservation to attain a high school education. This qualitative study clearly outlined the cultural devastation on Native youth who wish to attend high school and must move off-reservation. The presentation will present and discuss the long-term results of essentially forcing students to move away from family and culture in the pursuit of education.

**Mazzeo, Debra**

National Center on Early Childhood Development, Teaching, and Learning (NCECDTL)

**Shuey, D. & Lundy, C.**

**Making It Work! Supporting Young American Indian and Alaska Native (AIAN) Children's Learning through Cultural Experiences**

Paper Presentation                      Session 1.3                      Thursday 10:45- 12:00                      Colorado Ballroom II

Background for the Study/Work Making It Work! (MIW!) is a tool for connecting culturally-based learning opportunities to young children, ages birth-to-five's, development. It was created to promote school readiness by honoring tribes' culture, values, beliefs, and lifeways. MIW! Is designed to help tribal programs, whether they are a Head Start, child care, or home-visiting, make connections to state and tribal early learning guidelines using the Head Start's Early

Learning Outcomes Framework (ELOF) or other frameworks grounded in developmentally appropriate practice. The original version of MIW! focused on children, ages of three to five, and is available on Head Start's Early Childhood Learning & Knowledge Center (ECLKC) site: <https://eclkc.ohs.acf.hhs.gov/culture-language/article/making-it-work-connecting-cultural-learning-experiences-american-indian-goals/hypotheses> MIW! has recently been updated; it now includes examples for the birth to three age range, of drumming and fishing lifeways. Updates to the material are continuing to be made and will include additional tribal stories, citations of recent research, and make the resource relevant to child care and home visiting programs. Participants and Methodology The original tool was developed by the former National Center on Cultural and Linguistic Responsiveness along with tribal programs, the Office of Head Start staff, and consultants. MIW! was piloted by Head Start leaders and teachers from eight tribal programs across the country. In addition, participant feedback was collected at trainings and workshops over a three-year period, and incorporated into the resource. Key Findings Our findings, qualitative in nature, suggest that MIW! is indeed a feasible and useful tool. One program's story revealed that after a two-day training, they were able to go through a three-step process and align their school readiness goals to nine lifeways! Another tribe using the tool stated, "... we realized that culture should be at the base, serving as the foundation, the building block for curriculum development. It was an amazing paradigm shift!..." Additional narratives are integrated throughout the tool.

### **Moore Simpson, Elizabeth**

University of Washington

#### **Modifying Positive Indian Parenting to Fit in a Home Visiting Context: The Ina Maka Family Program's Experience**

Poster Symposium

Session 2.4.2

Thursday 1:30- 3:00

Crystal Ballroom I

This study is to measure the efficacy of the cultural curriculum Positive Indian Parenting with para-professional home visiting services for American Indian Alaskan Native families in King County. This longitudinal study employs a mixed method approach to measuring the effectiveness of cultural home visiting by using both survey tools to measure caregivers' confidence, commitment, and satisfaction with a cultural curriculum and data analysis to measure retention and attendance. The goal of this study is to prove the effectiveness of culturally-relevant home visiting services with AIAN families in King County. The study of the Positive Indian Parenting modules in home visiting services is still in progress. Completion is expected for March of 2018, however preliminary findings suggest that the culturally-relevant curriculum Positive Indian Parenting in home-visiting services for AIAN families in King County are preferred over generic home visiting models.

### **Saniguq-Ullrich, Jessica**

University of Washington

#### **An Indigenous Connectedness Framework for Child Wellbeing**

Poster Symposium

Session 2.4.3

Thursday 1:30- 3:00

Crystal Ballroom I

United States child protection specialists have utilized multiple theoretical frameworks to guide decision making and direct practice with children and families. Some of the frameworks include person-in-environment, ecological framework, nuclear family model, attachment theory, and systems theory. While elements of these theories are important and useful, these frameworks are missing key components that may have detrimental consequences for American Indian and Alaska Native families. This paper proposes the use of a theoretical framework that has already existed within the Indian Child Welfare Act: Indigenous Connectedness. Children, families, and communities need connectedness to their whole being (body, mind, and spirit), kinship network, community, and to land/place as a way to enhance health and wellbeing. Connectedness is nurtured through a cultural way of life, continuous history, and relationality. Child removal to boarding schools and stranger foster care disrupted Indigenous Connectedness for many children, families, and communities. This paper provides an overview of the literature pertaining to an Indigenous Connectedness theoretical framework for child wellbeing. The promotion of Indigenous child wellbeing provides a foundation for primary prevention of mental health, substance misuse, domestic violence, suicide and many physical health problems. It's time to build theoretical frameworks that implement traditional knowledge and cultural practices that sustained tribal communities for centuries. The Indigenous Connectedness framework fills the gap in current child welfare, health and educational models by incorporating a collective, cultural, spiritual, and land/place-based component. This presentation meets the following learning objectives: 1. Discusses the challenges of articulating a holistic theoretical framework. 2.

Provides ideas on the ways tribes can fill in this Indigenous Connectedness framework with their own community's history, knowledge, and worldview.

**Saunders, Hannah**

Colorado State University

**Sarche, M.**

**Adverse Childhood Experiences, Caregiver Mental health, and Child Social-emotional Functioning: An American Indian Context**

Paper Presentation

Session 2.2

Thursday 1:30-3:00

Colorado Ballroom II

Adverse childhood experiences (ACEs) increase an individual's risk for a variety of negative mental health outcomes in adulthood. In line with family systems theory, it is possible that the toxic effects of ACEs could be transmitted across generations. Few studies to date have examined the effects of ACEs in American Indian-Alaska Native (AIAN) families, despite the fact that they are at a heightened risk for experiencing trauma and chronic stress relative to their non-Native peers. Participants were 100 caregiver-child pairs recruited from an Early Head Start Center that serves a Southern Plains Indian Tribe. Children ranged in age from 8 to 25 months, 81.7% of whom caregivers identified as American Indian. Caregivers completed the Adverse Childhood Experiences survey, self-report surveys regarding their perception of their child's social-emotional functioning, and measures of parenting distress and depression. Bivariate correlations and the PROCESS macro were used to test the relations among ACEs, caregiver mental health, and child social-emotional functioning. Results indicate that a greater number of ACEs relates to higher caregiver depression and parenting distress, as well as greater child social-emotional problems. Caregiver depression and parenting distress mediated the relation between caregiver ACEs and child internalizing and externalizing, but it did not mediate the relation between ACEs and child dysregulation. Results add to literature demonstrating the long-term effects of adverse childhood experiences on individuals' mental health. Further, these findings add to this line of research by linking caregivers' early life trauma to their own children's social-emotional problems. Future research should continue to examine the possibility that childhood trauma can be transmitted across generations, as well as additional mechanisms by which this process occurs. The results from this study hold implications for both research and clinical practice, highlighting the importance of assessing for and treating early life trauma, both with individuals and families.

**Sims, Christine**

American Indian Language Policy Research & Teacher Training Center, University of New Mexico

**Hermes, M., Weston, J., Garcia, L.**

**Language Documentation and Revitalization: Research Implications for Native Children, 0-5**

Poster Symposium

Session 3.3.2

Thursday 3:15- 4:30

Crystal Ballroom I

This poster session reflects the on-going collaborative work of Native scholars, linguists, Native language practitioners and experts in the field of childhood development, public health, psychology, psychiatry, education and Indigenous studies, to examine the role of documentation in American Indian language revitalization efforts. The goal of this study, funded by the National Science Foundation in 2016, was to create an interdisciplinary research network to explore how such practices can benefit the goals of tribal communities engaged in language work. The importance of this topic is critical for American Indian tribes where language shift has contributed to the growing loss of Native languages while also threatening cultural survival. In particular, issues concerning language revitalization efforts focused on young children 0-5, including the linguistic and extralinguistic benefits to their well being, are areas that have yet to be fully researched and are largely absent in the literature. As well, the impact on children's mental, emotional and physical health, their sense of identity and relationships with family and community have yet to be fully examined and understood. The methodology for this study utilized a cross-disciplinary approach to identify and review the existing research, identify gaps and areas needing further research. Some of the key questions formulated by the group included the following: How does child language acquisition differ in language endangerment and revitalization situations? How can understanding these differences help optimize unique language learning environments while also shedding light on language change in endangerment contexts? The group's findings and recommendations were compiled in a White Paper that will be shared by representative members of the group including a University of Minnesota linguist, a project

director for a preschool immersion program under the Wôpanâak Language Reclamation Project, and an American Indian Language Center Director working with early childhood language immersion initiatives in New Mexico.

**Tsethlikai, Monica**

Arizona State University

**Stressful Life Experiences among Urban American Indian Children: Risk and Protective Factors**

Paper Presentation

Session 1.5

Thursday 10:45- 12:00

Crystal Ballroom I

This study documented the number and types of stressful life experiences urban American Indian children (primarily grades 3 through 8) and their primary caregivers have been exposed to and explored associations with parental reports of discrimination, historical trauma, neighborhood quality and child trauma symptoms (N = 130 with 118 cortisol readings). Reported tribal membership included 15 tribes primarily from the Southwest. Although over 40% of the parents indicated that they remain connected to their reservations, reported participation in cultural and spiritual activities was low (M = 1.67; SD = 2.12 cultural activities and M = 1.85; SD = 1 for spiritual activities). Thirty nine out of 137 children had 3 or fewer stressful life events reported, with the remaining 98 ranging from 4 to 10 stressful life events out of 16 possible events. Eighty-two percent of the children had experienced the death of a loved one and 51% had a loved one go to jail. Other findings indicate that stress is ongoing for many of these families with 50% of the parents indicating that the food they bought did not last and 48% stating that they could not provide balanced meals for their children. In addition, over 35% of the children have moved from one established home to another 5 or more times during their lifetimes. Parents with more self-reported stressful life events also reported more stressful life events for their children,  $r = .523$ ,  $p = .00$ . Parents who reported higher levels of perceived discrimination had a higher number of reported stressful life events than parents who had lower levels,  $r = .298$ ,  $p = .00$ . Children with a higher number of stressful life events had more parent reported symptoms of post-traumatic stress intrusion and avoidance symptoms than children with fewer reported stressful life events ( $r = .251$ ,  $p = .003$ ;  $r = .33$ ,  $p = .00$  respectively). Looking at the correlations with the hair cortisol readings in 102 children, we found that children with higher cortisol readings had significantly more parent reported symptoms of anger/aggression and more posttraumatic stress arousal symptoms than children with lower cortisol readings ( $r = .234$ ,  $p = .018$ ;  $r = .279$ ,  $p = .005$  respectively). These significant findings are of particular importance as both illustrate a biological relationship between stress and the types of behaviors that typically get children suspended from school such as getting into fights, becoming angry over little things, having trouble concentrating and sitting still, and not sleeping well.

**Walls, Melissa**

University of Minnesota Medical School, Duluth campus

**Handeland, T.**

**Indigenous Culture and Research: Measurement Approaches and Consideration of Consequences**

Plenary Session I

Thursday 9:00- 10:30

Grand Ballroom IV

Roundtable

Thursday 10:45-12

Executive Room A

American Indian, Alaska Native, and First Nations communities have long attested to the healing, strength building, and protective influences of traditional Indigenous cultural practices, spirituality, values, norms and beliefs. At the same time, funding mechanisms often focus on "evidence-based" programs for health promotion; as such, researchers and clinicians working with Indigenous communities are increasingly devoting efforts to empirical documentation of culture as treatment and/or medicine. This work is complex and research examining the relationships between culturally specific factors and health has yielded mixed findings. In this presentation, we describe rationale for attempts to empirically measure Indigenous cultural constructs and describe our research team's evolving approach to this issue. We provide example measures and discuss the implications of this work in terms of inclusion, promises and pitfalls of quantitative approaches, and the complicated interplay of culturally specific risk and protective factors.