

Early Childhood Research with Tribal Communities (Course number: 221.665.11)

July 19-23, 2021

1:00 – 5:00 pm EST

Johns Hopkins Bloomberg School of Public Health

Join by Zoom:

<https://jh.zoom.us/j/93031706528?pwd=OTIZbHBQSEdFL05uN0psRWV0ZjZFUT09>

Course Directors

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Contributing Faculty

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Jennifer (Jenny) Richards (*Diné/Lakota/Taos*), PhD, MPH, Assistant Scientist, Johns Hopkins Bloomberg School of Public Health, Center for American Indian Health | jricha81@jhu.edu

Nancy Whitesell, PhD, Professor, University of Colorado Anschutz Medical Campus, Colorado School of Public Health, Centers for American Indian and Alaska Native Health | nancy.whitesell@cuanschutz.edu

Guest Lecturers

Deana Around Him (*Cherokee Nation*), DrPH, ScM, Senior Research Scientist, Youth Development, Child Trends | daroundhim@childtrends.org

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Elizabeth Kushman, MPH, Senior Research Associate, Center for American Indian Health, Bloomberg School of Public Health, Johns Hopkins University | ekushman@jhu.edu

Lisa Martin (*Sault Tribe of Chippewa Indians*), MPH, Manager, Inter-Tribal Council of Michigan, Maternal, Infant, and Early Childhood Service Division | lmartin@itcmi.org

Micker (Mike) Richardson (*Haliwa-Saponi*), MBA, Director, National American Indian/Alaska Native Head Start Collaboration Office, Head Start Region XI Collaboration Center, Center for Early Care and Education, US Education & Workforce Development Group | mirichardson@fhi360.org

Jessica Saniguq Ullrich (*Nome Eskimo Community*), PhD, Assistant Professor, University of Alaska Anchorage, School of Social Work | jsullrich@alaska.edu

WJ Strickland (*Lumbee Tribe of North Carolina*), BS, Retired, Senior Program Specialist, Administration for Children and Families, Office of Head Start | wjlumbee2013@gmail.com

Melissa Walls (*Bois Forte and Couchiching First Nation Ojibwe*), PhD, Bloomberg Associate Professor of American Health and Director, Great Lakes Hub, Johns Hopkins Bloomberg School of Public Health, Department of International Health, Center for American Indian Health | mwalls3@jhu.edu

Lamont Yazzie (Diné), BA, M.Ed., Ed.D., Grantee Specialist, Head Start Region XI AI/AN Training and Technical Assistance, U.S. Public Sector Group, ICF International | Lamont.Yazzie@icf.com

Course Coordinators

Olivia Trujillo (*Navajo*), BA, Research Program Coordinator, Johns Hopkins Bloomberg School of Public Health, Center for American Indian Health | otrujil2@jhu.edu

Anna Sundbo, MS, Training Program Supervisor, Johns Hopkins Bloomberg School of Public Health, Center for American Indian Health | asundbo1@jhu.edu

Course Description

American Indian and Alaska Native (AIAN) communities possess tremendous cultural strengths and supports to promote positive parenting and optimal early child development. At the same time, many AIAN communities grapple with historical trauma and related modern economic, health, and social disparities that can place young children's development at risk. AIAN and affiliated scholars seek knowledge about early childhood developmental processes, program and service strategies and best practices, and appropriate research and evaluation approaches to measure developmental influences and document early childhood program impacts. This course will provide: 1) Provide foundational knowledge from Indigenous and western perspectives about why early childhood is a key developmental growth period; 2) Provide information on how appropriate research approaches can be leveraged to support early childhood efforts; and, 3) Examine unique aspects of AIAN research, culture and values that inform our understanding of early childhood development.

Learning Objectives

This course will:

1. Define early childhood development and its importance based on both Western scientific and Indigenous ways of knowing
2. Explore decolonizing approaches to research and how they can be applied to early childhood research with AIAN communities
3. Review basic elements of research design, including principles of community-based participatory research with AIAN communities, that can be used to advance early childhood well-being
4. Consider the impact of systemic inequities and racism on early childhood development in AIAN communities
5. Identify the role of research in addressing structural barriers and promoting structural facilitators of social, emotional, behavioral and physical health in early childhood

Prerequisites

This course is designed for early childhood program directors and staff and health and education professionals and paraprofessionals working in AIAN settings, graduate students, and others interested in early childhood development and research in AIAN communities. Prerequisites include experience living or working in AIAN settings/communities and experience/interest in early childhood development and research with AIAN communities. Previous formal training in research methods is not required.

Course Format

Teaching methods will include lectures, group discussions, and individual work. A final exam is required if the course is taken for credit.

Assignments, Evaluation and Grading Policy

Assessment will be based on: (1) class attendance and participation; (2) small group attendance and participation; (3) daily thought pieces; and (4) for students taking the course for credit, a final exam due 2 weeks following course completion. Students taking the course for credit will receive a letter grade. Students who are not taking the course for credit will receive a pass/fail grade based on class attendance, participation, and daily thought pieces.

	For Credit Proportion of Grade	Not for Credit Proportion of Grade
Class Attendance and Participation	10%	20%
Small Group Attendance and Participation	20%	30%
Daily Thought Pieces (4 total)	40%	50%
Final Exam (open-book, open-note)	30%	N/A
Total	100%	N/A

Guidelines for Class Attendance and Participation

Each student is expected to attend the entire class each day and is expected to be an active participant in class discussions. Missing class will result in the loss of points for class attendance and participation. Missing more than one class could result in class failure.

Guidelines for Small Group Attendance and Participation

Students will be assigned to small groups that will meet for a portion of each class. The purpose of the small group is to provide time for focused discussion of course material with course faculty. Students will be expected to prepare and contribute one question or thought that relates to a lecture or readings from the day. Students should be ready to share their question or reflection at the beginning of the small group discussion.

Students will be evaluated for small group attendance and active participation that demonstrates familiarity with and thoughtful reflection on readings and lecture content. Missing a small group will result in the loss of points for each small group that is missed. Missing more than one small group could result in class failure.

Guidelines for Thought Pieces

Each student will be given a homework assignment to complete in the form of an individually written “thought piece” at the end of each day, Monday-Thursday and due at the beginning of class the next day. Thought pieces are a reflection on each day’s readings, lectures, and/or small group discussion. Each thought piece is worth 10 points, for a total of up to 40 points for students taking the course for credit, or 12.5 points each for a total of up to 50 points for students taking the course for non-credit. Thought pieces must be submitted no later than the beginning of class the next day (1:00 pm EST) via CoursePlus.

Format

Students will reflect on each day using a 3-2-1 process, which provides a framework to help students practice critical thinking and summarize their learning. It also helps instructors identify areas that are both challenging and of interest to students. Using the 3-2-1 strategy students will:

- reflect on three things they learned;
- share two ways in which the day’s class content connects with their work (or the work they want to do); and
- share one topic that they would like to learn more about or a question that they would like to explore after the class.

*Thought pieces should be about ½ to 1 page (single spacing) in length or about 2-4 paragraphs.

Guidelines for Final Exam

Students taking the course for credit must submit a final exam (open-note and open-book) that is due two weeks after class, on **Friday, August 6, 2021 by 5 pm EST**. The purpose of the exam is to promote reflection and synthesis of course content. Detailed guidelines for the final exam will be reviewed together in class. The final exam will include multiple-choice and short-answer questions, and an essay question (students may respond to one of three essay options). In-text citations from course materials are required to support responses to the essay and short-answer questions.

Course directors and contributing faculty will be available via email to answer any questions. **Final exams will not be accepted after 5 pm EST on August 6, 2021. If submitted after this time, zero points will be given for the final exam**, resulting in potential failure of the class.

Course Schedule

Please see the following pages for the daily schedule of lectures, required and optional readings, and assignments.

**MONDAY
JULY 19, 2021**

What is early childhood development and why does it matter?

- 1:00 Welcome, Land Acknowledgement & Opening Blessing**
Michelle Sarche & WJ Strickland
- 1:10 Introductions, Ribbon Ceremony & Overview of Course**
Chelsea Wesner & Jessica Barnes-Najor
- 1:45 The Foundational Role of Early Childhood in Development**
Allison Barlow & Michelle Sarche
- 2:40 Break**
- 3:00 Networking Zoom Game**
- 3:30 Protecting the Generations, an Indigenous Perspective on Child Development | Indigenous Beliefs and Practices in Support of Children's Development: A Conversation**
Jocelyn Billy-Upshaw
- 4:15 Small Group Work**
Small group members should briefly introduce themselves and share a bit about their work with AIAN children and families and what interests them about early childhood development in AIAN communities. Groups may discuss any the following:
- What beliefs or experiences related to children's development have guided your own work or interests?
 - What can Western science learn from Indigenous beliefs and practices about children's development?
- 5:00 Adjourn**

REMINDER

Monday Thought Piece (due Tuesday, start of class): Considering today's lectures, small group discussion, and readings:

- reflect on three things you learned;
- share two ways in which today's class content connects with your work (or the work you want to do); and
- share one topic that you'd like to learn more about or a question that you'd like to explore after this class.

*Thought pieces should be about ½ to 1 page in length (or about 2-4 paragraphs).

Monday Required Readings (please complete before the start of class Monday):

Bullock A. (2015). Getting to the roots: Early life intervention and adult health. *The American Journal of Psychiatry*, 172(2), 108–110. DOI: 10.1176/appi.ajp.2014.14111394

National Research Council 2000. From neurons to neighborhoods: The sciences of early childhood development. Washington, DC: The National Academies Press. DOI: 10.17226/9824 *Read Executive Summary, pages 1-15.*

*note: entire book is downloadable for free at <https://www.nap.edu/download/9824>

Sarche, M., Tafoya, G., Croy, C.D., & Hill, K. (2016). American Indian and Alaska Native boys: Early childhood risk and resilience amidst context and culture. *Infant Mental Health Journal, 38*, 115-127. DOI: 10.1002/imhj.21613

Monday Optional Readings: and Resources:

Best Start Resource Centre (2010). A Child Becomes Strong: Journeying Through Each Stage of the Life Cycle, 8-16. Toronto, Ontario, Canada. <https://resources.beststart.org/wp-content/uploads/2019/01/K12-A-1.pdf>. *Read pages 1-30.*

Day, P. A. (2014). Raising healthy American Indian children: An Indigenous perspective. *Social issues in contemporary Native America: Reflections from Turtle Island*, 93-112.

Halseth, R., & Greenwood, M. (2019). Indigenous early childhood development in Canada: Current state of knowledge and future directions. Prince George, BC: National Collaborating Centre for Aboriginal Health. <https://www.nccih.ca/docs/health/RPT-ECD-PHAC-Greenwood-Halseth-EN.pdf>

Harvard University, Center on the Developing Child website. What is early childhood development? A guide to the science <https://developingchild.harvard.edu/guide/what-is-early-childhood-development-a-guide-to-the-science/>

Healthy Children, Healthy Nations (2018). Final report: Charting pathways on early childhood development and nutrition for Minnesota's Native children. <https://www.minneapolisfed.org/~media/files/indiancountry/events/hchn-final-report.pdf>

Tsethlikai, M., Murray, D.W., Meyer, A.M., & Sparrow, J. (2018). Reflections on the relevance of "self-regulation" for Native communities. OPRE Brief #2018-64. Washington, DC: Office of Planning, Research, and Evaluation, Administration for Children and Families, US Department of Health and Human Services. https://www.acf.hhs.gov/sites/default/files/documents/opre/native_self_regulation_brief_accessible_508_0.pdf

**TUESDAY
July 20, 2021**

Major Early Childhood Initiatives in Tribal Communities and the Role of Research & Evaluation

- 1:00 Review and Overview of the Day**
Chelsea Wesner
- 1:10 Tribal Maternal, Infant, and Early Childhood Home Visiting: Learning from Family Spirit in Native American Communities**
Allison Barlow
- 2:00 American Indian and Alaska Native Early Care and Education: Learning from Region XI Head Start and Tribal Child Care Development Fund Programs**
Michelle Sarche
- 2:45 Break**
- 3:00 Impact of the COVID-19 Pandemic on Early Childhood Development and Programs in Native American Communities**
Micker (Mike) Richardson
- 3:50 Protecting the Generations, an Indigenous Perspective on Child Development | Native Culture and Language as a Foundation for Working with Young Native Children and Families: The Walatowa Head Start Program's Journey to Full Language Immersion**
Lana Garcia
- 4:40 Small Group Work**
Each student will prepare and contribute one question or reflection that relates to a lecture or readings from the day. Students should be ready to share their question or reflection at the beginning of the small group discussion.
- 5:00 Adjourn**

REMINDER

Tuesday Thought Piece (due Wednesday, start of class): Considering today's lectures, small group discussion, and readings:

- reflect on three things you learned;
- share two ways in which today's class content connects with your work (or the work you want to do); and
- share one topic that you'd like to learn more about or a question that you'd like to explore after this class.

*Thought pieces should be about ½ to 1 page in length (single spacing) or about 2-4 paragraphs.

Tuesday Required Readings (please complete before the start of class Tuesday):

Barlow, A., Mullany, B., Neault, N., Goklish, N., Billy, T., Hastings, R., Lorenzo, S., Kee, C., Lake, K., Redmond, C., Carter, A., & Walkup, J.T. (2015). Paraprofessional-delivered home-visiting intervention for American Indian teen mothers and children: 3-year outcomes from a randomized controlled trial. *American Journal of Psychiatry*, *172*(2), 154-62. DOI: 10.1176/appi.ajp.2014.14030332.

Sarche, M., Dobrec, A., Barnes-Najor, J., Cameron, A., Calac Verdugo, M., (2020). American Indian and Alaska Native Head Start: Historical and contemporary contexts for understanding Region XI Head Start programs, children, families, and communities. In J. Benson (Ed.), *Encyclopedia of Early Childhood Development*, 2nd Edition. Oxford, UK: Elsevier.

Stark, D.R. (2021). Issue Brief: Sustaining a Light of Hope for Families: How Tribal Home Visiting Programs Persevere Despite COVID-19 Challenges. Tribal Home Visiting Program, Administration for Children and Families.

Tuesday Optional Readings and Resources:

Hiratsuka, V.Y., Parker, M.E., Sanchez, J., Riley, R., Heath, D., Chomo, J.C., Beltangady, M., Sarche, M. (2018). Cultural Adaptations of Evidence-Based Home Visitation Models in Tribal Communities. *Infant Mental Health Journal*, *39*, 265-275. DOI: 10.1002/imhj.21708

Kitson, R., & Bowes, J. (2010). Incorporating Indigenous ways of knowing in early education for Indigenous children. *Australasian Journal of Early Childhood*, *35*(4), 81-89.

Romero-Little, M.E. (2010). How should young Indigenous children be prepared for learning? A vision of early childhood education for Indigenous children. *Journal of American Indian Education*, *49* (1&2), 1-25.

Sarche, M., Barnes-Najor, J., Abramson-Martin, L., Amaya-Thompson, J., Cameron, A., Charles, T., Godfrey, A., Kaufman, C., Petticrew, E., Richardson, M., Sauve, M., Shuey, D., Whitaker, J. (2020). *Native Language and Culture Experiences Among Children in Region XI Head Start Classrooms and Programs: Findings from the American Indian and Alaska Native Head Start Family and Child Experiences Survey 2015, OPRE Report #2020-1*. Washington, DC: Office of Planning, Research, and Evaluation, Administration for Children and Families, U.S. Department of Health and Human Services. <https://www.acf.hhs.gov/opre/report/native-language-and-culture-experiences-among-children-region-xi-head-start-classrooms>

Tsethlikai, M., Sarche, M., Barnes-Najor, J.V., & Fitzgerald H. (2020). Addressing inequities in education: Considerations for American Indian and Alaska Native youth. Society for Research in Child Development, Statement of the Evidence Brief. <https://www.srcd.org/research/addressing-inequities-education-considerations-american-indian-and-alaska-native-children>

Walters, K.L., Johnson-Jennings, M., Stroud, S., Rasmus, S., Charles, B., Simeon, J., Allen, J., Kaholokula, J.K., Look, M.A., de Silva, M., Lowe, J., Baldwin, J.A., Lawrence, G., Brooks, J., Noonan, C.W., Belcourt, A., Quintana, E., Semmens, E.O., & Boulafentis, J. (2018). Growing our roots: Strategies for developing culturally grounded health promotion interventions in American Indian, Alaska Native, and Native Hawaiian communities. *Prevention Science*. DOI: 10.1007/s11121-018-0952-z.

The American Indian and Alaska Native Head Start Family and Child Experiences Survey website:
<https://www.acf.hhs.gov/opre/research/project/american-indian-and-alaska-native-head-start-family-and-child-experiences-survey-faces>.

WEDNESDAY

July 21, 2021

Culturally Informed and Grounded Research with Tribal Communities

- 1:00 Review and Overview of Day**
Chelsea Wesner
- 1:10 A Conversation on the “Why” and “What” of Indigenous Methodologies as a Decolonizing Possibility in Research**
Margaret Kovach
- 2:00 Overview of Tribal Critical Race Theory**
Lamont Yazzie
- 2:45 Break**
- 3:00 Community-based Participatory Research with Tribal Communities: Applications in Indian Country**
Jennifer Richards and Melissa Walls
- 3:50 Protecting the Generations, an Indigenous Perspective on Child Development | Using our Indigenous Frameworks to Shape Research, Policy and Direct Practice**
Jessica Saniguq Ullrich
- 4:40 Small Group Discussions**
Each student will prepare and contribute one question or reflection that relates to a lecture or readings from the day. Students should be ready to share their question or reflection at the beginning of the small group discussion.
- 5:00 Adjourn**

REMINDER

Wednesday Thought Piece (due Thursday, start of class): Considering today’s lectures, small group discussion, and readings:

- reflect on three things you learned;
- share two ways in which today’s class content connects with your work (or the work you want to do); and
- share one topic that you’d like to learn more about or a question that you’d like to explore after this class.

*Thought pieces should be about ½ to 1 page in length (or about 2-4 paragraphs).

Wednesday Required Readings (please complete before the start of class Wednesday):

Brayboy, B. M. J. (2005). Toward a tribal critical race theory in education. *The Urban Review*, 37(5), 425-446. DOI: 10.1007/s11256-005-0018-y

Kovach, M. (2021). Introduction. In *Indigenous Methodologies: Characteristics, Conversations, and Contexts* (2nd ed., pp. 10-20). Toronto, ON: University of Toronto Press. Preprint available here: <https://www.book2look.com/book/9781487525644> (Read introduction only. Can view online with link.)

Ullrich, J. S. (2019). For the love of our children: An Indigenous connectedness framework. *AlterNative: An International Journal of Indigenous Peoples*, 15(2), 121-130. DOI: 10.1177/1177180119828114

Wednesday Optional Readings and Resources:

Mullany, B., Barlow, A., Neault, N., Billy, T., Jones, T., Tortice, I., Walkup, J. (2012). The Family Spirit trial for American Indian teen mothers and their children: CBPR rationale, design, methods and baseline characteristics. *Prevention Science*, 13, 504-518. DOI: 10.1007/s11121-012-0277-2.

Smith, L. T. (2013). Towards developing Indigenous methodologies: Kaupapa Māori research. In *Decolonizing methodologies: Research and Indigenous peoples*. (pp. 297-313). Zed Books Ltd.

Straits, K.J.E., deMaria, J., & Tafoya, N. (2019). Place of strength: Indigenous artists and Indigenous knowledge is prevention science. *American Journal of Community Psychology*, 64, 96-106. DOI 10.1002/ajcp.12376.

Tribal Evaluation Workgroup. (2013). A Roadmap for Collaborative and Effective Evaluation in Tribal Communities. Children's Bureau, Administration for Children and Families, U.S. Department of Health and Human Services. September 2013. https://www.acf.hhs.gov/sites/default/files/documents/cb/tribal_roadmap.pdf

Wallerstein, N. B., & Duran, B. (2006). Using community-based participatory research to address health disparities. *Health Promotion Practice*, 7(3), 312-323. DOI:10.1177/1524839906289376

THURSDAY

July 22, 2021

Examples of Western Scientific Methodologies in Research with Tribal Communities

1:00 Review and Overview of Day
Chelsea Wesner

1:10 Introduction to Quantitative Research Methods
Jerreed Ivanich

2:00 Qualitative Methods: An Introduction and Applications in Early Childhood Research
Deana Around Him

2:45 Break

3:00 Tailoring Measures of Child Development for Native Children & Families: A Framework and Case Example

Nancy Whitesell

3:50 Protecting the Generations, an Indigenous Perspective on Child Development | Lifelong Indigenous Values of Nurturing Young Children

Jennifer Giroux

4:40 Small Group Work

Each student will prepare and contribute one question or reflection that relates to a lecture or readings from the day. Students should be ready to share their question or reflection at the beginning of the small group discussion.

5:00 Adjourn

REMINDER

Thursday Thought Piece (due Friday, start of class): Considering today's lectures, small group discussion, and readings:

- reflect on three things you learned;
- share two ways in which today's class content connects with your work (or the work you want to do); and
- share one topic that you'd like to learn more about or a question that you'd like to explore after this class.

*Thought pieces should be about ½ to 1 page in length (or about 2-4 paragraphs).

Thursday Required Readings (please complete before the start of class Thursday):

Hancock, B. (1998, updated 2002). Trent focus for research and development in primary health care: An introduction to qualitative research (pp. 1-27). Trent Focus Group:

http://faculty.cbu.ca/pmacintyre/course_pages/MBA603/MBA603_files/IntroQualitativeResearch.pdf

Meadows, K. A. (2003). So you want to do research? An introduction to quantitative methods. *British Journal of Community Nursing*, 8(11), 519-526.

Walls, M.L., Whitesell, N.R., Barlow, A., Sarche, M. (2019). Research with American Indian and Alaska Native populations: Measurement matters. *Journal of Ethnicity in Substance Abuse*, 18(1), 129-149. DOI: 10.1080/15332640.2017.1310640.

Thursday Optional Readings:

Kracht, C. L., Sisson, S. B., Walker, D., Kerr, K., Stephens, L., Anderson, A., ... & Horm, D. (2019). Early care and education teacher's role in obesity prevention and healthy development of young American Indian children. *Journal of Transcultural Nursing*, 30(1), 75-85. DOI: 10.1177/1043659618786363

Williams, C. D., Byrd, C. M., Quintana, S. M., Anicama, C., Kiang, L., Umaña-Taylor, A. J., Calzada, E.J., Gautier, M.P., Ejese, K., Tuit, N.R., Martinez-Fuentes, S., White, L., Marks, A., Rogers, L.O., & Whitesell, N. (2020). A lifespan model of ethnic-racial identity. *Research in Human Development*, 1-31. DOI: 10.1080/15427609.2020.1831882

FRIDAY

JULY 23, 2021

New Directions in Early Childhood Research with Tribal Communities

- 1:00 Review and Overview of Day**
Chelsea Wesner
- 1:10 New Directions in Tribal Home Visiting: Precision Home-visiting in Native American Communities**
Allison Barlow & Allie Ingalls
- 2:00 New Directions in Early Childhood Education: The Role of Research in Supporting Native Language and Culture in Early Childhood Learning and Development**
Jessica Barnes Najor & Ann Cameron
- 2:45 Break**
- 3:00 Student Evaluations and Reminders**
Chelsea Wesner
- 3:15 Protecting the Generations, an Indigenous Perspective on Child Development | Ojibwe Beliefs and Practices that Ground the Gikinawaabi Home Visiting Program**
Lisa Martin & Elizabeth Kushman
- 4:00 Closing Small Group Discussions**
Each student will prepare and contribute one question or reflection that relates to a lecture or readings from the day. Students should be ready to share their question or reflection at the beginning of the small group discussion.
- 4:25 Closing Blessing**
WJ Strickland
- 4:35 Final Exam Review** (optional for non-credit students)
- 5:00 Adjourn**

REMINDER

Final Exam (due Friday, August 6 by 5 pm EST): See final exam review and description of final exam in syllabus for more details

Friday Required Readings (please complete before the start of class Friday)

Administration for Children and Families (n.d.). Cultural enrichments, enhancements, and adaptations of Tribal Home Visiting programs.

https://www.acf.hhs.gov/sites/default/files/documents/ecd/1533_thv_cultural_enhancement_brief_508_compliant.pdf

Barnes-Najor, J., Thompson, N., Cameron, A., Smith, T., Calac Verdugo, M., Brown, P. & Sarche, M. (2021). Cultural and Practice Perspectives on the Classroom Assessment Scoring System: Voices from American Indian and Alaska Native Head Start Programs, *Journal of Research in Childhood Education*, 35:1, 162-183. DOI: 10.1080/02568543.2020.1723749

Ingalls, A., Barlow, A., Kushman, E., Leonard, A., Martin, L., Precision Family Spirit Study Team, West, A.L., Neault, N., & Haroz, E.E. (2021). Precision Family Spirit: A pilot randomized implementation trial of a precision home visiting approach with families in Michigan—trial rationale and study protocol. *Pilot and Feasibility Studies*, 7(1), 1-11. DOI: 10.1186/s40814-020-00753-4

Friday Optional Readings and Resources

Barlow, A., McDaniel, J., Marfani, F., Lowe, A., Keplinger, C., Beltangady, M., Goklish, N. (2018). Discovering frugal innovations through implementing early childhood home visiting interventions in low resource tribal communities. *Infant Mental Health Journal*, 39(2), 276-286. PMID: 29800487.

Barnes-Najor, J., Sarche, M., Abramson-Martin, L., Amaya-Thompson, J., Cameron, A., Charles, T., Godfrey, A., Kaufman, C., Petticrew, E., Richardson, M., Suave, M., Shuey, D., Whitaker, J. (2019). *Home and Community Tribal Language and Cultural Experiences among AI/AN Children in Region XI Head Start: Findings from the American Indian and Alaska Native Head Start Family and Child Experiences Survey 2015*. OPRE Report #2018-81 Washington, DC: Office of Planning, Research, and Evaluation, Administration for Children and Families, U.S. Department of Health and Human Services. <https://www.acf.hhs.gov/opre/report/home-and-community-native-language-and-cultural-experiences-among-ai/children-region-xi>

Canada Commission for UNESCO (2021). Land as teacher: Understanding Indigenous land-based education. <https://www.nccih.ca/docs/health/RPT-ECD-PHAC-Greenwood-Halseth-EN.pdf>

Haroz, E. E., Ingalls, A., Kee, C., Goklish, N., Neault, N., Begay, M., & Barlow, A. (2019). Informing precision home visiting: Identifying meaningful subgroups of families who benefit most from Family Spirit. *Prevention Science*, 20(8), 1244-1254. DOI: 10.1007/s11121-019-01039-9

Rogoff, B. videos:

- **Learning by observing**
 - <https://stemforall2016.videohall.com/presentations/693>
- **Pitching in**
 - <https://stemforall2018.videohall.com/presentations/1318>
- **High levels of coordination**
 - <https://www.youtube.com/watch?v=judFMZsaJaA&feature=youtu.be>

Supplee, L.H., & Duggan, A. (2019). Innovative research methods to advance precision in home visiting for more efficient and effective programs. *Child Development Perspectives, 13*, 173-179.

DOI: 10.1111/cdep.12334

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