



LITTLE RIVER INSTITUTE

A U.S. Department of Education funded
project of Montana State University-Northern

Little River Institute Indigenous Education Conference 2016

Presentation Descriptions

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Thursday April 28th, 2016

8:30 – 9:15 am (SUB BALLROOM)

Keynote: Denise Juneau, Montana Superintendent of Public Instruction
Past and Present: *Indian Education for All* in Montana

10:00 – 11:00 am (SUB BALLROOM)

Keynote: Cassandra Manuelito-Kerkvliet, Ph.D.
What does cultural relevancy mean at a non-tribal school?

11:00 – 11:50 am (SUB BALLROOM)

STUDENT POSTER AND ART SESSION

Victor Gone, MSU-Northern/Aaniiih Nakoda College

Using Bio-Indicators to Assess the Health of the Middle Milk River

From its headwaters in Glacier National Park to its confluence with the Missouri River, the 476-mile Milk River is heavily used and impacted. Along the way, numerous factors influence both the quality and quantity of river available for beneficial uses, including: diversions from the St. Mary River system, the diversion system's deteriorating infrastructure of pipelines and canals, increased irrigation demands, agricultural inputs, municipal drinking water and wastewater treatment systems, pulsed flow from dam releases, ephemeral flow, long-term drought, boundary water disputes between the United States and Canada, and ongoing negotiations between the State of Montana and American Indian tribes living along the river and its tributaries. Currently, there is both a great scarcity and a great need for accurate, reliable water quality data for the Middle Milk River. This project will establish a research protocol for long-term monitoring and assessment of water quality for the stretch of the Middle Milk River running through the Fort Belknap Indian Reservation. This protocol will serve as the foundation for a longitudinal study using bio-indicators (benthic macro-invertebrates, periphyton and diatoms) to assess water quality and river health for the Fort Belknap portion of the Milk River. The objectives of the project include: 1) conduct a comprehensive literature review of existing water quality data and sampling and analysis methods for the Milk River and comparable non-wadeable prairie rivers and streams; 2) identify benthic macro-invertebrate, periphyton and diatom taxa present in the Milk River; 3) identify sampling sites; 4) prepare a sampling and analysis protocol document; 5) collect samples, identify organisms, assess data; 6) educate members of the Fort Belknap Indian Community about local water quality issues.

Kaye Brown, Aaniiih Nakoda College

Early Childhood Caries (ECC) among Fort Belknap Children (ages birth to 3 years)

The majority of children (ages birth through 3 years) living on the Fort Belknap American Indian Reservation suffer from Early Childhood Caries (ECC), a highly infectious, yet easily preventable, tooth decay-causing disease. ECC is primarily caused by the transmission of the bacteria *Streptococcus mutans*, and is exacerbated by the consumption of high sugar content foods and beverages, poor oral hygiene as well as poor sanitation habits. The effects of ECC are unnecessarily painful and lifelong which is why

local government agencies, communities, schools and households are working together to prevent new cases of early childhood caries.

Aaniiih Nakoda College, a tribal college on the Fort Belknap Indian Reservation in MT, collaborated with Montana State University, in Bozeman, MT, to study the effectiveness of educating households on; the signs of ECC, the impending health consequences of ECC, the transmission of caries, preventive oral health hygiene, preventative sanitation practices, as well as ECC monitoring practices.

The projects objectives are; to launch a community-wide campaign aimed at empowering households as the producers of their own health. The audience targeted was the primary caregivers of children (aged birth to 3) and emphasized five major points in all media messages: First tooth, first tooth brush, fluoride from the start, sharing food and drink shares cavity causing bacteria, lift baby's lip daily, and first dental visit by first birthday.

By 2020 we are hoping to significantly reduce the number of new cases of ECC among children living on the Fort Belknap American Indian Reservation. The people living on the Fort Belknap reservation will know the health consequences and means of transmission of early childhood caries as well as the means of protecting their children from this infectious disease by practicing good oral hygiene and sanitation, consumption of healthy, low sugar foods and healthy, low sugar beverages and live a healthy lifestyle. Education is the key to prevention.

Peggy Castillo, Aaniiih Nakoda College

West Nile Virus Surveillance – Fort Belknap, Montana (2015)

West Nile Virus (WNV) is an arthropod-borne virus, mainly spread by infected mosquitoes. WNV was first detected in North America in 1999, but did not exist in Montana (MT) until 2002. This disease involves the entire nation, along with other countries. All cases should be reported to the Centers for Disease Control and Prevention (CDC), by state and local health departments. Following the discovery of WNV in the United States, Montana began collecting samples and testing for WNV.

The Aaniiih Nakoda College (ANC), a tribal college in MT, started a WNV program in 2000 consisting of student interns and faculty members. Soon after, a collaborative relationship was developed between ANC, Montana State University and Carroll College to continue this research/surveillance.

The project's objectives are; to trap/collect mosquitoes, sort through the species, complete DNA extractions and analyze using real time PCR. Trappings were performed once a week at optimal intervals. Mosquitoes were preserved in a freezer, helping to solidify mosquitoes and keep the possible virus intact. Students will sort through the many species, looking for certain characteristics. Interns must be able to identify the specific species known to carry WNV, *Culex tarsalis*.

The average season for active mosquitoes is generally June through September. Anyone living in an area where WNV is present is at risk for infection. This program runs tests for WNV present on the reservation. Awareness is an important key to prevention.

Truan Yellow-Stone, Aaniiih Nakoda College

Costa Rica CRIRE International Research Project

The Culvert Creek watershed within the Los Cruces Biological Station located in San Vito, Costa Rica, is comprised of a diverse vegetative landscape. We tested for potential effects of selectively logged primary forests and pastoral secondary forests on macro invertebrate communities. Our Aaniiih Nakoda College team predicted that selectively logged areas with a denser canopy would have a lower macro invertebrate count and different water parameters than the pastoral areas. We collected 4 total samples of benthic macro invertebrates from Culvert Creek, 2 from primary forests and 2 from secondary forests

along with 50 mL samples from each site to test the water quality parameters. To collect the benthic macro invertebrates we used a d-frame net and the kick sampling technique for 30 seconds to 1 minute in a 1 foot squared area. After identifying the benthic macro invertebrates to the family genre, preliminary results suggest that the secondary forest data may be healthier than that of upstream in the primary forest. As we moved from selectively logged to pastoral areas, water quality improved slightly down stream as suggested by changes in temperature, pH, conductivity, and salinity. The improvement in water quality results led to an increased invertebrate diversity and less sediment affliction downstream with less canopy coverage. Data will be compared with sites monitored by other student researchers to look for other potential land use effects for the station.

Alicia Doney and Damien Bradley, Hays/Lodgepole High School

In this poster presentation, we describe the key functions of the immune system. In particular, we explain the role of B cells and T cells in the body's defense, specific and nonspecific responses, and what happens in an allergic response. Our poster also examines one immune system disorder: smallpox. We explain the science of the disease and also focus on the historical aspect of the smallpox epidemic among Native American tribes.

Darrellyn BlackWolf, Hays/Lodgepole High School

In this poster presentation, I show a photo of the pathway of blood through the heart. I also show a photo of a clogged artery and a healthy artery. I tell the story of how my grandfather got coronary heart disease. I also describe what atherosclerosis is and what the conditions are that lead to it.

Anita Bently, Mari Ereaux, Brooke LaValdo, Cali Brien, Hunter Gray, Michael Butterfly Harlem High School

American Indian Artwork display

BREAKOUT SESSIONS

1:00 – 1:50 pm (SUB BALLROOM)

Student Panel Discussion with MSU-N Sweetgrass Society Members and MSU-N American Indian Scholars

The student panel will discuss their experiences as American Indian students on the campus of MSU-Northern including their journey to get here, their advice to prospective students and their goals for the future. The panel will also entertain questions and comments from the audience.

Sweetgrass Society Mission Statement:

The Sweetgrass Society student organization aims to unify Native American students, to foster a strong sense of cultural identity and to promote activities that bridge Montana State University-Northern with the Hi-Line community and its Native American residents. We play an integral role in promoting pride and positive identity in Native American culture among students at Montana State University-Northern.

1:00 – 1:50 pm (SUB FIRESIDE ROOM)

Faculty Breakout Session with Dr. Cassandra Manuelito-Kerkvliet

1:00 – 1:50 pm (SUB ROOM 308 – CROWLEY CONFERENCE ROOM)

Student Support Breakout with Mike Jetty, Montana Office of Public Instruction Indian Education Specialist

Indian Education for All: Developing a Culturally Relevant Approach for Teaching about American Indians

This presentation will feature exemplary Indian Education efforts in Montana. Montana has a constitutional and legal obligation to educate all Montanans about American Indians at all grade levels and across multiple content areas.

Indian Education for All illustrates best practices in multicultural education. It addresses historical and contemporary oppressions of Indigenous peoples by transforming educational policy, curriculum, and pedagogy. Its implications reach beyond Montana's borders with a hopeful example, inspiring educators across the U.S. and around the world to become more culturally inclusive in their classrooms and communities.

Mike Jetty is an enrolled member of the Spirit Lake Dakota Nation and a Turtle Mountain Chippewa descendant. Mike is currently working at the Montana Office of Public Instruction as an Indian Education Specialist. He has been working with Indian Education issues for the past 24 years and has teaching experience at both the K-12 and University level. He has a B.S. in History Education, a Master's in School Administration and an Education Specialist Degree. In the last 11 years, he has provided over 200 Indian Education workshops for over 3500 educators.

2:00 – 2:50 pm (SUB BALLROOM)

Manuel Morales and Cheryl Morales, Aaniiih Nakoda College

Organic Farming Garden/Traditional Medicine Garden

Educating people on the importance of sustainability and the significance of farming without pesticides and herbicides. Teaching communities how to start gardens, preserve their own foods and grow their own medicines. This allows communities to become sustainable by gardening and preserving their own foods and medicines organically. By providing a resource for the community, we are able to build sustainable families with their own source of nourishment and sustenance. They will also be able to identify plants that are edible and used for medicinal purposes.

Manuel A. Morales

Graduated with a Bachelor's of Science degree in Agriculture from Oregon State University. Currently employed with Aaniiih Nakoda College as the USDA Extension Director. Manages the 3.5 acre demonstration farm, tree nursery and greenhouse and collaborates with community in establishing gardens throughout the Fort Belknap reservation.

Cheryl L. Morales

Graduated with a Bachelor's of Science degree from Rocky Mountain College and a Master's degree in Education from Montana State University. Currently employed with Aaniiih Nakoda College as the National Science Foundation Tribal Colleges and Universities Program CoPI/Project Coordinator. Adjunct instructor teaching the Traditional Plants/Intro to EthnoBotany class at ANC and manages the Medicinal garden on campus.

2:00 – 2:30 pm (SUB FIRESIDE ROOM)

Julie Brown, MSU student pursuing a graduate certificate in Native American Studies

Behind the Veil: Philanthropic Support of Native American Causes

Written from the insider perspective of an author who works in the field of philanthropy, and manages an annual grant portfolio exceeding \$3 million, this paper examines current national macro trends in foundation funding of programs serving Native Americans and current best practices for grantmaking in Indian Country. The author leverages her network of philanthropic funders to provide a rare peek behind the veil of foundation grantmaking through interviews with several funders of projects serving Native Americans.

Although the scope of this paper is limited, it suggests that there are currently few foundations implementing best practices in their grantmaking in Indian Country, such as listening to intended program beneficiaries and exhibiting cultural sensitivity in dealing with a population impacted by generations of historical trauma. Research shows that foundation funding of Native American causes does not support sustainable Native communities as it is disproportionately underfunded and rapidly retracted during times of recessions. The combination of these factors indicates that Native causes are perceived as less important to the core missions of foundations since their funding strategies exhibit minimal concern for the long-term wellbeing of Native communities.

2:30 – 2:50 pm (SUB FIRESIDE ROOM)

Box Elder Bots: Drako Phillips, Chance LaMere, Carson WalksOverlce, Alex MacDonald, Alexcia Eagleman, and Whitney Gardipee

We are a team from Box Elder High School that is tasked to design and construct a robot to compete in the VEX Robotics Competition on April 11th in Billings. The robot we put together is remote-controlled and designed to pick up a small, foam ball with an elevator system made up of parallel treads that lift the ball into a shooting mechanism made of two discs. The two discs are a couple inches apart, sit horizontally and are ran by a motor. The foam ball is then shot into a net. The goal of this program is to get our team into the VEX Robotics Competition. The robots are designed to compete against other robots from other counties or states in a game-based, engineering challenge. This robotics team began when our team mentor, Alex Jones, came to our school to have a meeting with our principal Jeremy MacDonald. In the meeting, Jones suggested that we should start a robotics program because reservations are lacking in extracurricular activities and programs. MacDonald agreed and let Jones start the first VEX-sponsored robotics team. Our team, Box Elder Bots, consists of: Drako Phillips, Chance LaMere, Carson WalksOverlce, Alex MacDonald, Alexcia Eagleman, and Whitney Gardipee.

While students are building or actually competing against others in the competition, they learn lifelong skills in teamwork, leadership, and communication. It also gives students the chance to participate in extracurricular activities and other great opportunities to help broaden their horizon.

3:10 – 4:00 pm (SUB BALLROOM)

Presentation for Students by “Supaman” Christian Takes Gun Parrish

3:10 – 4:00 pm (SUB ROOM 308 – CROWLEY CONFERENCE ROOM)

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4:15 – 4:35 pm (SUB FIRESIDE ROOM)

Student Presentation: Motivational Speech

Trey'al Belgarde, Rocky Boy High School

Being the Difference as a Native Youth

I have written a children's book, which will serve as a metaphor for my speech. It is a story my father told me one day while working outside of a tree trying to grow amid the weeds and thorns. Being the difference as a Native Youth means helping one another (in the classroom and in the community), by embracing education TOGETHER, we can work our way out of what is holding young people back on Montana reservations. Identifying the "weeds and thorns" in reservation communities, such as drugs and alcohol, procrastination, and disobedience are the first step to moving forward. Now to pull the weeds, which is the bigger problem. As a school, we cannot stop these from happening, but we can change mindsets. We can change the way we think. Uniting under education: breaking barriers for students like my brother, the first one to go to college, finding ways to be happy outside of a high or buzz or party, promoting one another each time we succeed, instead of allowing jealousy to tear us down. All of this will help our own selves grow—we are the tree that can be mighty if we prune and cut away the bad. We can grow strong together through education.

4:35 – 5:00 pm (SUB FIRESIDE ROOM)

Faculty/Student Support Presentation

Greg Drummer, Aaniiih Nakoda College Business Instructor, American Indian Business Leaders (AIBL) Advisor

AIBL Food Bank at Aaniiih Nakoda College

Mr. Drummer will talk about the Food Bank operated on the Aaniiih Nakoda College campus by the AIBL student organization. The presentation will focus on the recognition nationwide of the growing problem of hunger among college students. The lack of nutritious food has led to many problems for students, among them being the lack of focus and concentration needed to excel academically and the withdrawal of many from school. Discussion will largely focus on the food bank operated on the campus of Aaniiih

Nakoda College, a 2 year tribal college located on the Ft. Belknap Indian Reservation near Harlem, MT. How this project is vital to the overall retention efforts of the college will be addressed.

4:15 – 5:00 pm (SUB BALLROOM)

MSU-Northern Faculty *Indian Education for All* Open Educational Resource (OER) POSTER SESSION

POSTER PRESENTATIONS

Barbara Zuck, Ed.D.

Author of the book, *A Guide to Develop and Implement Training: The ASTAR Training Process* (2013), Barbara earned a BS in economics at Luther College, a MPA from Portland State University and an EdD from Montana State University. She worked for large corporations including SuperValu, Nestlè and Coca-Cola. Barbara has been a professor of business at Montana State University-Northern since 2008, and her interests include student engagement, online teaching pedagogy, and change management.

Storytelling: A Way to Introduce and Express Oneself

“Storytelling is a tool to express who you are, an avenue to share a memory or experience, a medium to teach values and cultural differences....Storytelling is by far the best to communicate one’s thoughts and tell one’s story” (Keaise, 2014, p. 53).

This presentation will explore how one professor incorporated storytelling into student introductions. Additionally, this exercise was used as part of the pedagogy to teach about human diversity, culture, understanding and acceptance. Storytelling provided an effective foundation for students to connect with classmates, build relationships and develop trust and respect, the foundation behaviors of good human relations.

Materials which will be included in the OER are listed below:

1) A brief literature review on storytelling, supporting this exercise; 2) A visual diagram and brief description of the storytelling process which includes a dyadic encounter, small group discussions and a large group presentation; 3) Step-by-step instructions on how to integrate storytelling into student introductions; 4) Examples of student introductions; 5) A summary of student perceptions about the storytelling exercise.

S. Norton Pease, M.F.A.

S. Norton Pease is the College Chair of Education, Arts & Sciences and Nursing at Montana State University-Northern. Holding an MFA from Washington University, St. Louis, Norton's work revolves around cultural identity.

Facilitating a Group Discussion: A Brief Survey and Comparative Analysis of Native American Perceptions in Art, Then and Now

This OER takes a comparative analysis of Native American perceptions in Art and integrates this into an Art Appreciation survey course discussion. The context with which the content fits is "Themes of Art."

This dialogue begins with the students' base knowledge of the subject, proceeded by observations of the works of contemporary, female Native American Artist, Wendy Red Star and the paintings of non-native, male artists from the 1800s (i.e. Alfred Jacob Miller, Charles Wimar, George Catlin, Frederic Remington, and Charles M. Russell). The primary pedagogical approaches will be engaging students in dialogue and allowing for a broader visual vocabulary through the study of historical works of art. Large groups will break into more detail specific, smaller groups. The crux of the exercise is to facilitate an appreciation of these works, through socio-political means (outsiders looking in) and the perspective of self-reflection, that of the insider's view.

Paul McKenzie-Jones, Ph.D.

Paul is Assistant Professor of Native American Studies at MSU Northern. His research and teaching focus is on critical intersections of race, indigenous identity, contemporary issues, cultural traditionalism/revitalization/fluidity, and trans-national indigenous activism in the 20th and 21st centuries. His first book, *Clyde Warrior: Tradition, Community, and Red Power*, was published by University of Oklahoma Press in 2015.

Expanding student understanding of Indigenous worldviews

My 1st OER will showcase how using examples and discussions of comparable indigenous experiences benefits both Native and non-Native student cultural awareness in the classroom. While IEFA focusses upon Montana Indian histories and experiences, I use film, art, and other forms of material culture to ask students to engage broadly with other indigenous communities within and outside of the United States. Often these examples are shown next to local forms of cultural expression. This exposure, its comparative component, and the analytical discussion of such, has proven to help them understand and appreciate the local indigenous perspectives more clearly than when these local perspectives are studied/discussed in isolation. The OER will outline several exercises and assignments that have proven successful in enabling both Native and non-Native students to develop a wider cultural consciousness than they began with.

Indigenizing the 21st century classroom

My 2nd OER will showcase the use of tools such as twitter, blogs, and other forms of social media, as a project for increasing cultural awareness in the classroom. These tools create spaces in the classroom for culturally responsive engagement between Native and non-Native students. Using contemporary indigenous activism as the focus of a semester-long project, I will discuss the steps taken to enable students to explore contemporary Native issues from indigenous perspectives. The 'real-time' environment of social media enables the students to engage with multiple indigenous perspectives in a pro-active, rather than passive, manner. The OER will also show how this exploration leads to increased student intellectual awareness and engagement with the indigenous world around them.

Yvonne Tiger, M.A., M.A.

Yvonne is an Adjunct Faculty Member of Native American Studies at MSU-Northern. Her Master's thesis in History was focused on early American Indian Boarding School history and Federal Boarding School policy. Her Native American Studies Master's degree was focused on Native American Art History and Curating. She is a contributing writer to *First American Art Magazine*.

Breaking the frame: Ways of Reading Native Photography

My OER will showcase the use of Native American photography as a means of enabling students to connect with historical and contemporary Native issues. Using specific in-class exercises as examples I will show how Native photography addresses issues of racial identity, stereotypes, the sexualizing of Native bodies, and Native American history. I will discuss how the writing of the formal analysis of this photography as art also enables students to engage with the art through a reading that elucidates the contemporary lives of Native individuals and communities. The OER will show how interactive exploration of artistic meaning, and the messages therein, in Native photography leads to increased student intellectual awareness and understanding of the indigenous world around them.

Terri Hildebrand, Ph.D.

Dr. Terri Hildebrand is Associate Professor of Biology at Montana State University-Northern, where she teaches courses in biology, ecology, botany, and ornithology. Prior to coming to Northern, she received her Ph.D. in Botany at the University of Kansas and held appointments at the University of Kansas, Johnson County Community College, and Southern Utah University.

Medicinal & Edible Plants of Montana Used by Indigenous Peoples and Early Settlers

This new Special Topics course is open to all university students in the spring 2017 semester. As a Special Topics course the numbering reflects upper division credit, but no pre-requisites are required, allowing students in a variety of disciplines to enroll. The course begins by providing a content vocabulary that consists of plant, habitat, ecoregion, and cultural terminology. Teaching with the assumption that non-biology students enroll, terms are presented and learned in a hands-on context that requires no previous understanding of biology. For example, basic plant structure is presented through simple flower dissection and “Structure Jeopardy”, a fun and interactive approach that allows students to earn points while testing literacy. Students work together in small groups (3) to collect voucher specimens of medicinal and edible plants in which the group is most interested. For native students, it is anticipated that selections may be based on traditional uses. During this process, students develop specimen collection and processing skills that allow them to acquire marketable techniques used in herbaria throughout the world. These same groups collect specific medicinal and edible plant material (e.g., roots) for their plants, drying and preparing the material in the manner most often used. For example, roots used as flour substitutes are presented whole as well as in a ground state. Groups, working closely with the professor, learn methods on how to research collection records, find habitat information, and develop geolocation skills, all of which ensure success in locating material. Students in each group also learn to perform peer-reviewed scientific literature searches that provide the most current research and knowledge on culturally important medicinal and edible plants. As individuals, students are required to gather information through discussion with family or community members on plant uses, thereby forming relationships between the broader community and course knowledge. Students are also encouraged, through literature or community involvement, to explore native or colloquial names for specific plants and to determine if these terms relate to cultural uses. Working with the professor, students learn presentation skills as each group or individual present the information they have learned using Power Point. Interactive laboratories exercises provide information and practices on good methodology and mock sessions with the instructor afford powerful feedback prior to classroom presentation. As available, local and indigenous guest lecturers provide interactive and personal experiences that aid to ensure student retention of course material.

Kirk Olson

I have been at MSUN since 2002 and graduated with a Bachelor’s Degree in Mathematics. I have taught College Algebra twice and Intermediate Algebra 5 times at MSUN. I am currently the Math Tutor/Mentor for the TAACCCT III grant.

Embedding Math Tutor in Classrooms

I have been embedding myself into Diesel and Electrical classes to help students get the connection between the math they learn in the math classes and the math they need in the classes of their degree. This is to help students at risk of failing the class get help sooner than later and also to make it easier for them to get help in their math classes. It also has proven to help bridge the gap between content/skills they learn in math classes and in their degree classes. I also try to help students as a mentor. I talk with them about interviews, professionalism, and things that will help them become more in demand as an employee for when they get their degree and are joining the work force. I also tutor almost every math class at MSUN. This works the best due to the fact that I am in the classes and they see me interacting with teachers and students in their degree. This makes them feel more comfortable asking for help and gaining a better understanding of both math and other concepts.

Chad A. Spangler Ph.D.

Chad Spangler is an Assistant Professor of Health Promotion at Montana State University – Northern. In addition to sex education, Dr. Spangler also teaches epidemiology, etiology of disease, and basic health and wellness courses.

Utilizing Two-spirited People in Early Lessons within College-level Sex Education Courses

Each spring semester at Montana State University – Northern, a few American Indian students quietly participate in their required Sex Education course. Often reluctant to engage in discussions related to sexual behaviors and diversity, American Indian students may fail to engage in the course. Offering a lesson about two-spirited people early in the sex education course improves ***instructional conversation*** and generates course engagement for American Indian students. This proposal serves to further develop the two-spirited people lesson and include a guest presentation from a two-spirit person.

Kevin T. Holzworth

I am a first year automotive technology instructor at MSU-Northern. I currently have a B.A.S in Automotive Technology. Prior to returning to Northern as an instructor, I spent five years as a Toyota technician at Ressler Motors. And I also spent one year as a shop foreman there.

Mind mapping as a culturally responsive classroom activity

This OER will describe an activity I used in steering and suspension lecture to engage students. The technique I used was concept mind mapping. Mind mapping in this example proved effective because students were actively involved in teaching each other how to use the process of elimination towards vehicle diagnosis. This activity reflects culturally responsive pedagogy because it is visual rather than text heavy and collaborative rather than individualized. Both Native American and non-Native American students were more involved than ever before in this activity.

Cristina Estrada-Underwood

Cristina Estrada-Underwood was an English and Communications instructor at Aaniiih Nakoda College from 2006-2014 and currently serves as the Director of Diversity Awareness and Multicultural Programs at Montana State University-Northern (from 2014 to present).

From Communication Apprehension to Relaxation and Emotion: How Including Indian Content in Speeches Facilitates Delivery

This presentation will describe the journey of students taking the Public Speaking class at Aaniiih Nakoda College during the 2006-2014 period. The presenter will share lesson plans as well as best practices learned, and how the inclusion of Indian content helped students to conquer their fear of public speaking and to share their sentiments about topics that mattered to them.

Margaret Mahoney

Margaret Mahoney is an instructor of criminal justice at Montana State University-Northern. Her teaching and research interests include criminology, victimization, and gender.

Multicourse Final Assignment

This is a proposal of a not yet implemented idea for a multicourse final assignment to improve cross-curriculum integration. That is, students who are required to submit a final paper, project, presentation in a course will be given the option of combining course projects. By producing one project that ties together two courses, students are encouraged to zoom out from course content and see how several courses interweave in collegiate education.

7:30 – 9:00 pm (SUB BALLROOM) Performance by “Supaman” Christian Takes Gun Parrish

Friday April 29th, 2016

8:30 – 9:15 am (SUB BALLROOM)

Keynote: Mandy Smoker Broaddus

Indian Education – Investment and Innovation across Montana

9:30 – 11:00 am (SUB BALLROOM)

Keynote: Dr. Pearl Yellowman

Collected Impact: Regarding the Influence of Poverty, Culture, and Trauma on the Behavior and Health Disparities of American Indian Youth

This training will provide a conceptual framework for understanding the contributing factors to the health and learning disparities of American Indian youth. The focus of this presentation is to highlight the contributions of the ecological perspective for understanding students that represent the American Indian and Alaskan Native population. We first explore and examine immediate settings that influence student behavior from birth to early childhood. We expand further on understanding how environmental (i.e., poverty, historical trauma, and Native American cultural beliefs) and developmental (i.e. health and wellness) conditions play a major factor in influencing student behavior and socio-emotional development. This presentation will show the current research on student performance and cognitive development. We will incorporate the use of an ecological approach, since; students actively participate in a variety of contexts (e.g., home, school, community) which provide(s) the setting and experiences that shape their subsequent cognitive, emotional and behavioral development. The use of this model will allow us to distinguish and determine influences of student behavior and to better understand the interaction between the individual and the learning environment.

This approach will assist the audience in focusing on the multiple settings within which the individual exists and how these settings impact the individual's functioning.

Lastly, we will look at strategies and successful skill sets that can assist adolescents in navigating their learning environments for optimal growth. Our projected outcome will leave educators understanding and embracing the requirements, expectations and vision of the home, school and community.

11:00 – 11:30 am (SUB BALLROOM)

Joanie Bull in Sight, Martin Zarco, John Big Knife, Stone Child College

Promoting Resilience in Stone Child College students using a Culturally Relevant Curriculum

In a study published in the *Community Mental Health Journal* dated July 28, 2012, the study revealed that American Indians have a higher incidence of substance abuse. It is assumed that the higher use of alcohol and illicit drugs is related to historical trauma; however, more data is needed to substantiate this assumption. Several studies have shown that recovery is possible using American Indian cultural practices. The purpose of our study was to investigate instruments that would help provide more insight into the connections between historical trauma and resiliency skills using American Indian cultural practices. Resilience can be defined as the capacity for adapting successfully and functioning completely despite chronic stress or adversity following exposure to prolonged severe trauma (Cicchetti and Cohen, p. 165). Historical trauma is defined as cumulative emotional and psychological wounding across generations, including the lifespan, which emanates from massive group trauma (Brave Heart, 2003, 1998). The research project tested the effectiveness of the Rural Health Curriculum: Biskanewin Ishkode (Chippewa) Iskotew Kahmahch Opikik (Cree) and is translated as “a fire beginning to stand” in reference

to the indigenous culture that was essentially “burned” to the ground. This “fire” is creating a means to personally revisit a traumatic history in order to process it and to once again “stand with the fire of determination” that emerges as new growth—having been merely dormant for a while.

11:30 – 11:50 am (SUB BALLROOM)

Allesandro Foursouls, Stone Child College

Monitoring Wells and Saline Seeps on the Rocky Boy Dry Fork Farms

This investigation focuses on Saline seeps on Dry Fork Farms of Chippewa Cree Tribe in North Central Montana. Presents background information on saline seep formations, presents maps of areas of interest as well as data on saline seep extent in the area of interest. How ground water is associated with the formation of saline seeps. Presents data on location of Saline seeps, background and location of saline seep monitoring wells installed in 2012 by the Montana Salinity Commission. And, reports ground water depth from monitoring wells during the summer of 2015.

11:00 – 11:50 am (SUB FIRESIDE ROOM)

Donna Miller, Ph.D., Aaniiih Nakoda College

Building Bridges with Cultural Identity Literature

Abstract: When readers see themselves represented in stories, they realize that they matter, that their experiences count. Educators foster literary literacy when students engage with reading material that rewards meaningful analysis, demonstrates important connections with their lives, and legitimizes their voices.

Session Objectives: This workshop will share strategies to

- promote and honor cultural identity and to empower identity formation
- facilitate collaboration and sociability with dialogic exchange, which supports youth agency
- select books that feature Native American protagonists and that encourage critical and independent thinking

Workshop Description: To facilitate achievement, educators need to be bridge builders. This bridge building begins by linking home to school and by infusing the curriculum with rich connections to students’ cultural and linguistic backgrounds. Strong and loyal ethnic identity is necessary to maintain group solidarity and to provide a sense of belonging. Cultural Identity Literature (CIL) is one vehicle for providing that connection. After explaining the nine determinants of culture and providing a rationale for teaching/reading CIL, we will share book talks and conduct a series of activities: Writing Joy Lists, Sharing Bands of Belonging/Tribal Belonging, and Developing Bio-Poems

Donna L. Miller has a rich history teaching and mentoring. For 26 years, she taught English, Drama, and Advanced Placement English at Chinook High School on the Northern Tier of Montana called the Hi-Line. In 2005, she was named an NCTE Secondary Section National Teacher of Excellence. Although she has also taught in the teacher training programs at both Arizona State University—Tempe and University of Montana—Missoula, she currently teaches in the Education and Early Childhood Development departments at Aaniiih Nakoda College on the Fort Belknap Indian Reservation, where she also directs the Nee-tha-hatsa-nak/Wa'Uspe-Wicakiya Preparation Program (NWPP). The goal of the NWPP is to prepare teachers who possess the personal experience, connection to community, and academic preparation needed to increase teaching effectiveness and to improve Indian student achievement. Her research interests revolve around young adult literature and issues of literacy sponsorship.

1:00 – 1:50 pm (SUB BALLROOM)

Student Support Breakout with Dr. Pearl Yellowman

1:00 – 1:50 pm (SUB ROOM 308 – CROWLEY CONFERENCE ROOM)

Lead Presenter: Donna Miller, Ph.D.

Co-Presenters: Nee-tha-hatsa-nak/Wa'Uspe-Wicakiya Preparation Program (NWPP) students at Aaniiih Nakoda College including Shaylea Tatsey, Melinda Jones, Kayla Leo, Michelle Crazy, and Jessica Cochran

The Role Children's Books Can Play in Sustaining Culture

Students from Aaniiih Nakoda College and their instructor will share their experiences with selecting picture books that align with the Common Core State Standards to complement content area curriculum while honoring American Indian identity and promoting and sustaining culture. After hearing a series of book talks, workshop participants will discuss how children's books might serve as a segue to learning about culture. We will also explore resources like Debbie Reese's blog, American Indians in Children's Literature, for selecting children's books (<http://americanindiansinchildrensliterature.blogspot.com/>) that honor American Indian identity.

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1:00 – 1:50 pm (SUB FIRESIDE ROOM)

Brad Hall, M.Ed., Blackfeet Community College, MSU Doctoral Candidate

Integrating Piikani Values into School Leadership

This presentation is provided in the context of a dissertation in progress. The purpose of this research is to advance the understanding of Piikani leadership in the context of educational administration, thus promoting a culturally-specific style of leadership that integrates values of the Piikani into actionable, intentional, and accountable practices for school leaders to mitigate the educational challenges of the Blackfeet Indian Reservation.

The objective of the session is to provide initial information on a study intended to determine how the integration of Piikani values could inform school leadership practices in schools that serve Piikani students.

Brad Hall is a Piikani educator who lives on the Blackfeet Indian Reservation in Browning, MT. Brad serves as the Vice President of Mission and Operations at Blackfeet Community College in Browning, MT. Brad has a bachelor's degree in history, master's in education, and is currently a doctoral candidate in educational leadership at Montana State University-Bozeman.

2:00 – 2:50 pm (SUB BALLROOM)

Faculty Breakout with Dr. Pearl Yellowman

2:00 – 2:30 pm (SUB FIRESIDE ROOM)

Lead Presenter: Dr. Susan King, formerly of Aaniiih Nakoda College, Fort Belknap, MT

Co-presenters: MSU-Northern Students formerly in Chemistry at Aaniiih Nakoda College: Jara Gray, Victor Gone, Michelle Lone Bear, Linda Miller, Kim Loop, Cecile Flansburg, with special thank you to Hannah Has Eagle, Kylie Stiffarm, Taruha Kirkaldie, Wyllynn Shambo and Laurencia Cochran for posters presented; and Shaina Ayrensmeyer for video presented.

Connecting Cultural Traditions and Chemistry

Chemistry is both an experiential and experimental science, historically built upon human observations of daily life and nature's cycles. Beginning chemistry students' engagement with chemical principles and western scientific methods may be enhanced by building upon traditional ways of knowing as experienced through cultural observations and practices. The presenter will discuss ways that chemical principles and scientific approaches may be presented with connection to traditional knowledge and cultural practices.

The presenter will demonstrate several activities used in three and one-half years of teaching Introduction to General Chemistry at Aaniiih Nakoda College, a two-year community college at Fort Belknap Reservation. The presenter will show how she and students began to integrate western scientific method and traditional knowledge to demonstrate, use and understand the principle of Conservation of Energy.

These activities were initially inspired by the name "Stone People" referring to the Nakoda (Assiniboine) people, one of the tribes residing at Fort Belknap. The name was reportedly from Ojibwe people who observed the Nakoda tradition of cooking food with heated rocks dropped into water. The chemistry class was assigned a group project to learn more about this way of cooking and share their knowledge with the community. Students gathered data by talking to elders and through literature searches. Then, they developed tools and methodology to recreate a traditional cooking method based on interviews and literature descriptions. The students conducted an experiment to use the method and subsequently refined their methodology based on the results of the experiment. The students then demonstrated the traditional way of cooking to grade school students at the annual Earth Day event sponsored by the Tribal Environmental Protection Agency.

The principle of Conservation of Energy is used to calculation of the Specific Heats of mater and caloric heat content of food and materials. Following a lab in which students learned how to determine the specific heats of metals and caloric heat content of a tortilla chip, several students decided to perform additional experiments for their required chemistry project. One group wanted to know whether the specific heat would be a good predictor of stones that are preferred for ceremonial sweats. Another student chose to determine the caloric heat content of burning sweet grass. These students prepared posters which described their experiments and results to present at a campus science fair. Each college student was required to share their experimental techniques and discuss their chemistry project with elementary students who came to view the science fair projects. Three posters, journal excerpts, a video clip and handouts will be presented and discussed by the presenter and several students who have graduated from Aaniiih Nakoda College.

2:30 – 2:50 pm (SUB FIRESIDE ROOM)

Dan Kinsey, Aaniiih Nakoda College

Using Bio-indicators to Assess the Health of the Middle Milk River

From its headwaters in Glacier National Park to its confluence with the Missouri River, the 476 mile Milk River is heavily used and impacted. Along the way, numerous factors influence both the quality and quantity of river available for beneficial uses, including: diversions from the St. Mary River system, the diversion system's deteriorating infrastructure of pipelines and canals, increased irrigation demands, agricultural inputs, municipal drinking water and wastewater treatment systems, pulsed flow from dam releases, ephemeral flow, long-term drought, boundary water disputes between the United States and Canada, and ongoing negotiations between the State of Montana and American Indian tribes living along the river and its tributaries. Currently, there is both a great scarcity and a great need for accurate, reliable water quality data for the Middle Milk River.

This project focuses on using bio-indicators (benthic macro-invertebrates and periphyton) to give us an indication of the health of the Middle Milk River as it passes along the northern boundary of the Fort Belknap Indian Reservation. This project consisted of 4 years of data collection. Aaniiih Nakoda College student interns have been a valuable component of this project as they have been involved with benthic macro-invertebrate and periphyton sample collection and sorting and identifying the invertebrates. Also during this project, we have established valuable partnerships with Dr. Billie Kerans of Montana State University and Wease Bollman of Rhithron Associates.

The objective of this presentation is to demonstrate how involving undergraduate students in research at a tribal college can lead to student academic success.

Dan Kinsey currently serves as an Environmental Science Instructor at Aaniiih Nakoda College. Also involved in current research project on West Nile Virus Surveillance on the Fort Belknap Indian Reservation. Graduated with a Master of Science in Science Education from Montana State University, Bachelor of Science in General Science with a Biology Emphasis from Montana State University Northern, Associate of Science in Natural Resources from Fort Belknap College also known as Aaniiih Nakoda College, and Electronics Technician Diploma from DeVry Institute of Technology. Has worked with the Fort Belknap Tribal Health Department as a Registered Sanitarian/Environmental Health Specialist and as a Wetland Program Coordinator with the Fort Belknap Environmental Protection Department.

3:10 – 4:00 pm (SUB BALLROOM)

Keynote: Angela McLean

Indian Education for All within the Montana University System: Current State and Vision for the Future