



# Native American Heritage Month

## SPUNO November 2021 Newsletter

### Effective Service Delivery for Native American Students

Effective service delivery can look very different for each student. Keep in mind not to stereotype, some students may feel more in touch with their culture than others, and not to assume what they want depending on their culture. Steps to for culturally responsive delivery:

- 1. Be aware of own cultural perspectives**

As school psychologists we do not want to impose our own beliefs and biases unto students.

- 2. Understand the diversity within different Indigenous populations**

There are many different tribes with many different beliefs and traditions. In some communities non-binary indigenous individuals are well-respected and vital to their communities. They are considered warriors, healers, herbalists, and mediators while they are not approved of in others.

- 3. Recognize educational and mental health outcomes within the Indigenous population**

Graduation rates, disproportionality, gifted and talented education all have varying outcomes for indigenous students.

As always, remember to individualize all of this from student to student.

# The NASP *Indigenous Conceptual Framework*

The NASP Indigenous Conceptual Framework provides a culturally responsive framework for school psychologists to best support their Indigenous students, their families, and their communities at large.

## What is represented in this framework?

### Black Star

- Sovereignty
- Language
- Intentionality
- Reciprocity

### Red Star

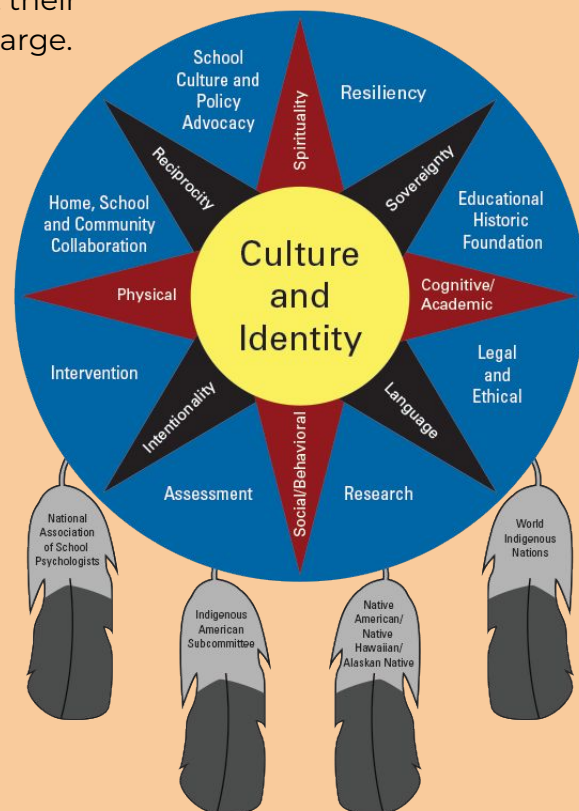
- Spiritual
- Cognitive-academic
- Social-emotional-behavioral
- Physical

### Blue Background

- The continual flow between different elements

### Four Feathers

- The alliance between NASP, the Indigenous American Subcommittee, and the Nations we serve



## Educator Resources

A guide for educators offered through the [Library Of Congress](#) offers teachers and educators ideas for using “Living Nations, Living Words” in the classroom. Living Nations, Living Worlds is a project created by poet named Laureate Joy Harjo, a member of a Native American Tribe - Muscogee (Creek) Nation. The project features two main components: a dynamic story map reflecting the poets’ geographical diversity from coast to coast and an online poetry collection.

This guide aims to support teachers across subjects including language arts, social studies, geography, history, the arts, and science. A few of the many additional resources provided include the following:

[National Council of Social Studies Indigenous Education Community](#): education professionals discuss and support working with and teaching about indigenous communities; information about webinars, events, trainings are offered.

[National Indian Education Association](#) (NIEA): Advances comprehensive, culture-based educational opportunities for Alaska Natives, American Indians and Native Hawaiians. Aims to bring educators together to improve education of Native children, promote maintenance and development of Native cultures and languages, and develop strategies for influencing local, state and federal policies. [Additional resources](#) provided through NIEA for teachers and students including activities and lesson plans.

## Community Resources

### [Nebraska Urban Indian Health Coalition](#)

Non-profit agency whose mission is to address health disparities through education, collaboration, advocacy, and health service delivery for Urban Indians and other underserved populations

### [Omaha Nation Community Response Team](#)

Their mission is to lead their community toward wellness by supporting youth through traditional and contemporary teachings and modeling

### [Nebraska Commission on Indian Affairs](#)

The commission's statutory mission is "to do all things which it may determine to enhance the cause of Indian rights and to develop solutions to problems common to all Nebraska Indians." It is the state liaison between the four headquarter tribes of the Omaha, Ponca, Santee Sioux and Winnebago Tribes of Nebraska. The NCIA website has many resources available, including a college guide for indigenous students and information about a youth leadership program.

### [UNL Native American Coalition](#)

The NAC builds relationships and partnerships between the Nebraska Extension and Native American communities and organizations.

## Call to Action: NSPW Advocacy and How to Advocate for your Role in Supporting Diverse Students

Historically, school psychologists have been seen as the gatekeepers to special education. Evaluating students for services was, and still is, a large part of our role in schools. However, as national interests and view shift, the role of school psychologist also changes. We are continuing to see school psychologists advocate for their skills as data analysts, counselors, interventionists, social-emotional educators, and more.

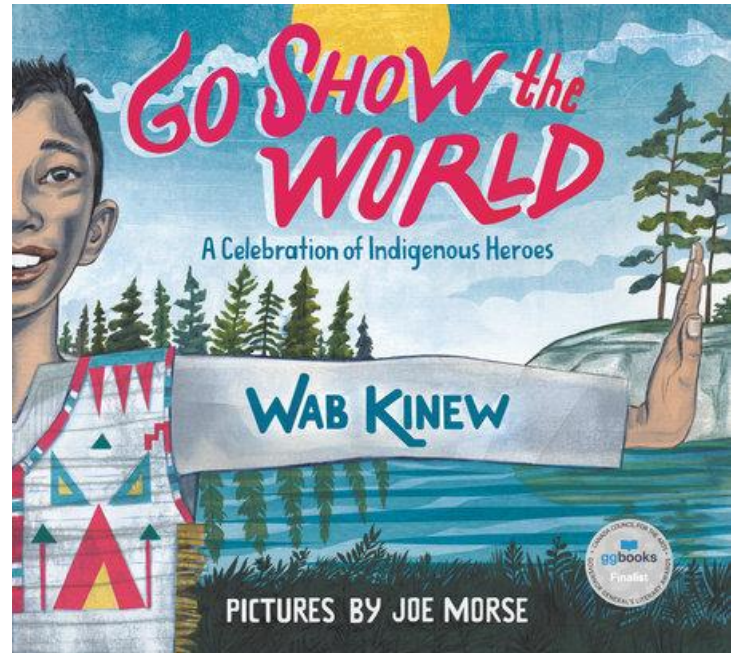
November is Native American Heritage Month. November also happens to host the National School Psychology Week. One of the main focuses of NSPW is to advocate for our skills in schools. What better time would it be to advocate for how you can support diverse students in schools?

The National Organization for School Psychologists provides guidance and resources for advocating for your role in the upcoming weeks. Check out this page for information on [supporting diverse student populations](#). Start with this helpful document on [key talking points](#). The need for socially just practices is just as important now as it has ever been; make sure you are a part of the discussion!

## Book of the Month

### *Go Show the World*

*Go Show the World* features the stories of a diverse group of historic and modern-day Indigenous people. The basis for the text comes from a powerful rap song by Wab Kinew to introduce popular and lesser-known Indigenous people in the U.S. and Canada. Some of the figures include Crazy Horse, Tecumseh, Sacagawea, former NASA astronaut John Herrington, and Canadian NHL goalie Carey Price. The stories are brief yet inspiring and collectively empower the reader with this message: "We are people who matter, yes, it's true; now let's show the world what people who matter can do."



(Ages 5 - 9)

## Self-Assessment Questions

1. Do you, intentionally or otherwise, use [colloquialisms](#)?
2. Do you recognize and understand the impact of [cultural appropriation](#)?
3. What do you know about the history, culture, [worldviews](#) and challenges of the Indigenous Peoples of the area in which you live/work?

### **If you work with Indigenous students do you:**

1. Understand that the impact of residential schools is ongoing?
2. Assume all Indigenous students share a common culture?
3. Understand why families of Indigenous students may not be comfortable meeting with you in the school building?