



Building Community with Youth

October 9, 2024 10am-11:30am PT

Host

Amanda Kakuska

Guest Speakers

Karin Dean, Nicole Trevino

Objectives

By the end of today's session, you will be able to...

1. Learn about the key terms & concepts of Neurodiversity
2. Gain tips for accommodating & adapting your program for youth with neurodiversity or disability

Stay connected

- [Upcoming Community of Practice Sessions](#)
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Chat links:

Introduction:

Group Agreements – Native STAND, lesson 1:

<https://www.healthynativeyouth.org/curricula/native-stand-2-0/>

Digital Learning Agreements: https://docs.google.com/document/d/15od_aYkTTQMZfz8p7tDJaljr9s-JGajlrNkmEk-8GX4/edit

Karin Dean Neurodiversity 101:

ADHD in the Classroom: <https://www.cdc.gov/adhd/treatment/classroom.html>

Autistic Self Advocacy Network: <https://autisticadvocacy.org/>

Children's Institute: <https://childinst.org/project/change-library/>

Chase, Jonathan. "[FutureTalks] Thinking Diversity: Understanding Autism from the Inside with Jonathan Chase." *YouTube*, New Relic, November 1, 2016, <https://youtu.be/uuMTwAul6-A>

Grandin, T. 1992. Calming effects of deep touch pressure in patients with autistic disorder, college students, and animals. *Journal of Child and Adolescent Psychopharmacology*, 2(1), 63-72.

Holliday Willey, Liane. *Pretending to Be Normal: Living with Asperger's Syndrome*. Jessica Kingsley, 1999.

Modyanova, N. August 21, 2023. Introduction to Neurodiversity: a workshop for faculty and staff. *Faculty Retreat for College of Education, Health and Human Development*. MSU

Nicole Trevino Adaption in Practice:

Universal Design Principles: <https://www.udinstitute.org/whatisud>

Universal Design in Learning: <https://udguidelines.cast.org/>

The Universal Design for Learning Guidelines:

<https://udguidelines.cast.org/engagement/emotional-capacity/reflection/>

<https://udguidelines.cast.org/representation/perception/ways-perceive-information/>

Native It's Your Game 2.0: <https://www.healthynativeyouth.org/curricula/native-its-your-game-2-0/>

Native STAND 2.0: <https://www.healthynativeyouth.org/curricula/native-stand-2-0/>

End of Session:

Healthy Native Youth: <https://www.healthynativeyouth.org/>

I Know Mine: <https://www.iknowmine.org/>

Session Feedback: https://www.healthynativeyouth.org/training_feedback/

TA Request Form: <https://www.healthynativeyouth.org/request/>

Chat feed (names and emails have been removed)

00:35:10 Laura: Good Morning.

00:35:47 Christian: Good morning Everyone; Christian from Native American Health Center in the Bay Area 😊

00:35:56 Brianna: Osiyo! Happy to be here from Tahlequah, Oklahoma!

00:36:21 Laura: Laura Ellison with MACT Health Board

00:36:26 Abraham: Ta'c meeywii (Good morning,)

00:36:53 Abraham: Ta'c meeywii, Abraham Broncheau, Nez Perce Tribe. Idaho

00:36:59 Dominique: Dominique, she/her with Denver Indian Health and Family Services (=

00:37:00 Mary Kay: Mary Kay she/her

00:37:03 Sara: Sara (she/her) Beyond Survival Aberdeen WA.

00:37:04 Nicole: Nicole (She, her), Siletz Valley Schools, Lincoln County (Central coast), OR

00:37:05 Sara, M.S. (she/her): Osiyo!

Unaffiliated Cherokee coming to you from Richmond, KY

00:37:09 Taylor (they/them) NPAIHB: Group Agreements - Native STAND, lesson 1:

<https://www.healthynativeyouth.org/curricula/native-stand-2-0/>

Digital Learning Agreements: https://docs.google.com/document/d/15od_aYkTTQMZfz8p7tDJaIjr9s-JGaIrnkmEk-8GX4/edit

00:37:13 Sara, M.S. (she/her): Psy.D. student from EKU

00:37:14 Ashley: Ashley (She/Her(s)), Navajo Dine, Native American Fish & Wildlife Society, Education Coordinator,

00:37:15 Millie: Good morning, Millie from Unalakleet, she/her pronouns

00:37:16 Samuel: Hello everyone, I am Samuel from the San Diego American Indian Health Center and I am a member of the Navajo Nation.

00:37:18 Alicia: Alicia, Teen Health Program coordinator with Navajo County Public Health Services District. I am hoping to learn how to relate with our American Indian students

00:37:18 Angelique: Angelique (she/her)

Northern Arapaho & Eastern Shoshone

Wind River Family & Community Health Care

CHR who teaches Respecting the Circle of Life to 9-12th grade

Ethete, Wy - Wind River Reservation

00:37:18 Brianna: Replying to "Osियो! Happy to be h..."

She/Her, Cherokee Nation!

00:37:18 Marquel: oonugwito, My name is Marquel from the Quinault tribe and I am a culture and language teacher. My pronouns are she/her.

00:37:25 Gabrielle: Gabrielle, she/her. Haliwa-Saponi. Postdoc at JHU CIH

00:37:28 Summer: Behneh! Boozhoo! Summer (Shoshone-Bannock), she/her/hers here with TCAPS Indigenous Education in Michigan.

Looking forward to being equipped with tools to support our youth.

00:37:32 Danya: Danya, (she/her/hers), Flagstaff, AZ, Grand Canyon Trust - Looking forward to learning about safe, relatable ways to connect and engage w/ young people

00:37:36 Jessica: Jessica-Pascua Yaqui Tribe (Education Department)

00:37:39 Vanessa: Hello. Vanessa. Hopi,Tewa, Dine. She/they. 8th grade science teacher in Pittsburg, CA. I'm trying teach other educators about teaching Native students.

00:37:41 Barbara: Barbara (They, Them, Theirs), Diné from the Navajo Nation. I work with Johns Hopkins Center for Indigenous Health.

00:37:43 Audre: Audre, Kenaitze Indian Tribe, Dena'ina Athabaskan, Alaska

00:37:55 Jasper: Lios Enchim Aniavu, Ketchem Allea?

00:37:56 Yazzi: Yazzie, Dine', Connected Lane County!

00:37:58 Mercedes: Mercedes Kumeyaay from Viejas Ca (Education/Recreation Department)

00:38:00 stephanie: stephanie, Pascua Yaqui Tribe of Arizona. any information working with native youth would be great.

00:38:01 Linda: Hello! Linda, therapist with Shawnee Tribe (Oklahoma) and provide therapeutic services for Shawnee youth and DV victims.

00:38:02 Kris: Kris (she,her) I am from the White Earth Nation in Minnesota. Currently work with our k-12 students at the Circle of Life Academy in White Earth

00:38:18 Laura: Hi. Laura (Madoshe), Urban Indian Program Coordinator, Hunter Health, Wichita, Ks

00:38:20 Kirstie | Seward, Alaska: Kirstie. Working with Mt. Sanford Tribal Consortium in Chistochina, Alaska. Looking forward to new ideas for building community with youth.

00:38:22 stacey: Hello! I am in San Antonio, TX with the Texas A&M Transportation Institute. I work with youth on traffic safety and am currently working with a tribe to engage their youth in new efforts within the community.

00:38:36 Jasper: Jasper, Yoeme Youth Council Coordinator, Pascua Yaqui Tribe

00:38:55 Simone: Good morning, Simone, NB3 Foundation / NB3F Youth Council

00:39:02 Mary Kay: Hello from Traverse City Area Public Schools, Title VI Indigenous Ed! I am a resource person/advocate for Native High School students

00:39:11 Michelle: Ya'at'eeh abini (Good Morning!), Michelle (she/her | Navajo), Healthy Native Youth Project Director -- greetings today taking this CoP from National Indian Education Association Annual Convention & Trade Show in Palm Springs, CA with Taylor! Happy to be here with you rock star caring adults! <3

00:40:00 Amy: Good morning from Tucson! I am a part of the 7 Generations BH Center of Excellence team at the University of Arizona. :)

00:40:35 Nicole (She/ They): Nicole (She/They). I'm a Mexican American with ancestors from Northern Mexico, South Texas, Spain and England. Coming to you today from San Marcos, TX.

00:41:10 Solo: Ta'c Meywii (Good Morning) from, Lapwai, Idaho....the Nez Perce Indian Reservation,

00:41:15 Taylor (they/them) NPAIHB: haʔł sləx̄il, my name is Taylor (Puyallup tribe, they/them) currently calling in from beautiful Palm Springs at NIEA conference. If you're having technical difficulties this call reach out to me and we can troubleshoot!

00:41:18 Maria: Ya'at'eeh, Good morning, Maria Welch with Johns Hopkins Center for Indigenous Health, Teen Pregnancy Prevention project.

00:42:39 Melanie: Melanie (she/her). Student, Social Service Worker Diploma Program, Durham College. Ojibway from Eagle Lake First Nation, Ontario Canada.

00:43:30 Kelsey: Kelsey, behavioral health from southcentral Alaska. Former school teacher and current Master of Social Work student. I work on the Alaska Blanket Exercise, Youth Alaska Blanket exercise and on Culturally respectful and responsible trainings for medical providers.

00:47:13 Amanda (she/her): We'll share the pdf of the Neurodiversity Key Terms & Definitions after the call too. 😊

00:47:39 Caroline: Hello, I'm Caroline Native Village of Alakanuk Alaska Tribe Prevention Coordinatoe BH -Calricaraq program

00:48:04 Melanie: Replying to "We'll share the pdf ..."

Thank you.

00:50:00 Alice: Hello! Alice, Program Coordinator with the Alaska Blanket Exercise, Alaska Native Tribal Health Consortium

00:51:23 Abbey: I am settled in with my lunch now! Abbey (she/her), Johns Hopkins Center for Indigenous Health :)

00:51:45 Michael: Michael (Choctaw) with the Southern Plains Tribal Health Board NATIVE Roots Program.

00:52:40 Michael: Costco

01:04:20 Nicole (She/ They): This is similar with other identities that are often considered disabilities, for example, many Deaf people prefer to be called Deaf rather than a person with deafness because they see being Deaf as part of their culture and identity.

01:08:07 Michelle: This was a fantastic tutorial and orientation for neurodiversity of individuals that I did not now before. Thank you! This is very helpful in working and engaging youth and persons with this informational knowledge!

01:08:26 Kirstie | Seward, Alaska: Karin... Thank you for sharing this information is such a well-rounded and inviting way to understand. 🙌

01:15:32 Alicia: Inclusion

01:15:43 Sara, M.S. (she/her): So they can be client-centered. If we want to help our youth, then our interventions need to be tailored to fit their needs and what works for them.

01:15:51 Maria: when we know more/better, we should follow up with action

01:15:57 Amy: to meet people where they are at

01:16:04 Amanda (she/her): Because we love our youth and want to make sure we are meeting them with their at 😊

01:16:11 Brianna: You previously mentioned that there are a lot of individuals that fall into that category, and making those that see and experience things differently continue to change themselves to fit isn't how services should work!

01:16:13 Vanessa: not everyone fits in one box. it's a decolonizing process.

01:16:30 Mercedes: So that no youth is left out and so other youth understand peer needs.

01:16:42 Bianca: they are our future when we can help them better understand themselves and their abilities vs their disabilities they can thrive in the world

01:17:40 Sara, M.S. (she/her): Individualized Education Plan

01:17:42 Kelsey: Individual Education Plan

01:17:59 Alicia: IEPs have to be followed by law, 504s are more of a suggestion

01:18:09 Caroline: showing that we care and how we can help, we can be patient

01:18:30 Vanessa: 504s are a legal document as well.

01:18:44 Kelsey: 504 Plan, physical and medical accommodation form to aid specific accommodations.

01:18:52 Vanessa: If they are not followed, the teacher can be targeted for not following it.

01:19:22 Kelsey Hernández: 504 plans can be independent or in conjunction with an IEP.

01:21:00 Amanda (she/her): What are some examples for how you've created an inclusive environment for ALL youth?

01:21:27 Bianca: object lessons, group discussions, creating smaller groups so everyone can have a chance to share and ask questions

01:21:47 Amanda (she/her): Classroom design - clean walls, sound and light considerations...

01:21:48 Dominique: I love having fidget toys or sensory items available

01:21:49 Kelsey: Alternative seating, different lighting,

01:22:08 Kelsey: Consistent modeling

01:22:13 Vanessa: graphic organizers, flexibility in space, breaks, multi-modes, modified for writing

01:22:15 Christian: Listening sessions; giving daily options, having a variety of activities for solo play if needed

01:22:50 Kirstie | Seward, Alaska: Pay close attention to each and every child's unique strengths so that you are able to open doors and invite their insights into learning.

01:23:09 Michelle: Taking some lessons outdoor so the beauty and expanse of nature is calming and grounding making everyone feel calm, connected and rooted.

01:23:53 Marquel: Daily classroom meetings, inclusive decor (posters, pictures etc.), outdoor activities to connect with nature, and small group activities.

01:24:49 Amanda (she/her): Replying to "Taking some lessons ..."

Ah, yes! When I was teaching, I used to love doing our journal activities outside. We had cushions and clipboards. And, I would make sure to do it with them...it was one of my favorite times of the day.

01:25:12 Michelle: Replying to "Daily classroom meet..."

Marquel, love it! NativeHealthResources.com has some culturally relevant materials that may be of interest on an array of topics that may be of interest to you and others for your settings. Safe Spaces, etc.

01:25:37 Ashley: May we have a copy of the great ideas shared within the chat? (apologies if this question has been asked)

01:26:05 Amanda (she/her): Replying to "May we have a copy o..."

Yes! Absolutely! We'll share the slides, recording, and handouts after the call. 😊

01:26:17 Amanda (she/her): Replying to "May we have a copy o..."

Usually by the end of the week. 😊

01:28:35 Taylor (they/them) NPAIHB: Replying to "May we have a copy o..."

It'll be apart of a PDF document called "links and chat feed" in our resource library on our website!

01:29:12 Christian: Need to hop off for another meeting, but thank you for this 😊 Great information!!

01:30:11 Taylor (they/them) NPAIHB: Universal Design Principles:
<https://www.udinstitute.org/whatisud>

01:31:03 Amy: My daughter's classroom uses wobble seats, I never knew why- I love this explanation. Very cool!!

01:31:06 Taylor (they/them) NPAIHB: Universal Design in Learning:
<https://udlguidelines.cast.org/>

01:31:56 Taylor (they/them) NPAIHB: The Universal Design for Learning Guidelines:

<https://udlguidelines.cast.org/engagement/emotional-capacity/reflection/>

<https://udlguidelines.cast.org/representation/perception/ways-perceive-information/>

01:33:11 Taylor (they/them) NPAIHB: Native It's Your Game 2.0:
<https://www.healthynativeyouth.org/curricula/native-its-your-game-2-0/>

01:33:22 Caroline/Alice: Sorry I have meeting now, please may I have the slide for this THX

01:33:50 Taylor (they/them) NPAIHB: Replying to "Sorry I have meeting..."

It will be uploaded the our resource library. Follow us on social media to get notifications on when the slides and recording are uploaded!

01:34:08 Taylor (they/them) NPAIHB: Replying to "Sorry I have meeting..."

@healthynativeyouth on facebook and Instagram

01:34:11 Michelle: A fantastic sexual health curriculum for middle school native youth and others! Give it a try! It is great and great feedback from those native youth who have taken it!

01:36:06 Amanda (she/her): Much easier to read

01:39:37 Taylor (they/them) NPAIHB: YES!! I'm so happy about how this turned out

01:40:31 Amy: Replying to "YES!! I'm so happy a..."

Amazing!!

01:42:00 Michelle: I LOVE Native It's Your Game! Excited for the NIYG 3.0 version in 2025, but NIYG 2.0 is still a classic!

01:42:33 Kirstie | Seward, Alaska: Nicole! Thank you for this additional information. Excited for updates to Native It's Your Game!

01:42:42 Taylor (they/them) NPAIHB: I am so honored to have had a hand in adapting Native It's Your Game. Thank you for all your hard work Nicole! And thank you Aunt Karin for your amazing presentation, I loved the graphics!

01:42:45 Summer: Thank you!

01:42:49 Millie: Yes, the updates look great!

01:43:01 Mercedes: Thank you

01:43:33 Sara, M.S. (she/her): Thank you both so much! This was a wonderful and informative presentation.

01:44:02 Brianna: This was amazing! Thank you both so much!

01:44:12 Michael: This was awesome, thank you for providing this information! This was an amazing presentation!

01:46:19 Taylor (they/them) NPAIHB: Great Question Vanessa!

01:46:50 Adina: thank you all for training so needed and full of information / resources/ and solutions!!!

01:46:57 Ashley: Are there any suggested trainings that educators can enroll in? (i.e. QPR training)

I am not within a school system, and work for an NGO so, any trainings that I can take to aid in my engagement/curriculum development. GREAT WEBINAR! Thank you so much!

01:47:04 Taylor (they/them) NPAIHB: We could hear your Kelsey!

01:48:06 Nicole (She/ They): CAST has some training: <https://www.cast.org/> and Understood has quite a bit of resources for further reading: <https://www.understood.org/en>

01:48:37 Jasper: Thank you very much for this session. Have a great day.

01:49:29 Nicole (She/ They): Thanks for that Kelsey!

01:49:46 Michelle: Hello! If you would like to contact us re: your technical assistance request - we can better assist you in what you are seeking that our NPAIHB can assist and/or connect you with our regional partner in your area for assistance. But, happy to help - here is the link below:

01:49:47 Vanessa: that is so fascinating! thank you Kelsey!

01:49:53 Sara, M.S. (she/her): That is such a helpful explanation. Thank you, Kelsey!

01:49:56 Michelle: Replying to "Are there any sugges..."

<https://www.healthynativeyouth.org/request/>

01:50:06 Kelsey: of course 😊

01:51:37 Danya: I'm curious if folks have any insight about how to simultaneously meet people where they are at, while encouraging a growth mindset for learning / going outside of one's comfort zone without entering the danger zone.

01:53:34 Nicole (She/ They): Replying to "I'm curious if folks..."

I think it's always helpful to have a plan for how you might scaffold programming to move to a higher or lower level of challenge based on where your group is and how they are connecting with the session. If you notice discomfort or frustration coming in, have a plan for how to shift back to a more comfortable level.

01:54:19 Nicole (She/ They): Replying to "I'm curious if folks..."

Almost every activity I plan for each day, I think about how to add challenge and how to take away challenge or adapt quickly based on how it's received.

01:55:13 Vanessa: What a great session. I wish I could be in the other sessions, but they're during the time I'm in the classroom. 😊 Have a great rest of y'all's day!

01:55:35 Amanda (she/her): Replying to "What a great session..."

They're recorded! 😊

01:55:44 Kelsey: Replying to "I'm curious if folks..."

ZPD +1 (Zone of Proximal Development) It varies person by person but the broad strokes are assess what they can or ask, and then make it a tiny bit harder or require a little bit more. Starting with things you know they will be successful with makes it more likely that will be willing to try things that feel uncomfortable.

01:55:48 Michelle: Replying to "What a great session..."

Tip: All sessions are recorded and in our library so visit and watch on demand.

01:56:30 Michelle: Replying to "What a great session..."

Here is our Recorded Sessions Library and also good to watch as trainings and in service learning for professional development amongst teams: https://www.healthynativeyouth.org/resources-search/?_sft_resource_audience=community-of-practice-presentations

01:56:32 Abbey: Thank you all for such a great session!

01:57:05 Kelsey: Replying to "I'm curious if folks..."

You can also apply the skill that you are trying to teach to a preferred activity. ex: you want them to practice fine motor skills to support writing. The child likes playdoh, so you apply the practice of using those muscles to something they enjoy. E.G. playing with playdoh

01:57:06 Linda: Thank you all for today's great session!

01:57:23 Taylor (they/them) NPAIHB: Home - Healthy Native Youth

01:57:43 Taylor (they/them) NPAIHB: Home | Native Health Resources

01:58:10 Taylor (they/them) NPAIHB: Home - iknowmine

01:58:41 Mercedes: Just subscribed Thank you so much!!!!

01:59:02 Danya: Can you send the link for the TA request form too?

01:59:25 Nicole (She/ They): <https://www.healthynativeyouth.org/request/>

01:59:28 Taylor (they/them) NPAIHB: Community Of Practice - Healthy Native Youth

02:00:29 Adina: 🙌🌸💜

02:00:48 Kalli: Thank you!

02:00:51 Millie: Quyana, thank you!