

October 9, 2024, 10:00-11:30 am PST



Building Community with Youth

Land Acknowledgement

NPAlHB serves the 43 federally-recognized tribes of Oregon, Washington and Idaho and our office is located within the traditional and ancestral homelands of the Multnomah, Kathlamet, Clackamas, Tumwater, Watlala bands of the Chinook, the Tualatin, Kalauya and many other indigenous nations of the Willamette and Columbia River regions.

Funding Credit

This project is funded by the Indian Health Service HIV and behavioral health programs. This work is also supported with funds from the Secretary's Minority AIDS Initiative Fund.



Let us
Start with a
Blessing...

**You, whose day it is, make it
beautiful. Get your rainbow colors,
so it will be beautiful.**

-Nootka song to bring fair weather



haʔt sləx̣il! Hola! Hello!



**Karin Dean, SPHR,
SHRM-SCP**

Puyallup
(she/her)

I love the cosmos and rainbows.

kdean@npaihb.org



Nicole Treviño, MA, CHES

(She/They)

I love family time.

Nicole@nicoletrivino.com



**NORTHWEST PORTLAND AREA
INDIAN HEALTH BOARD**
Indian Leadership for Indian Health

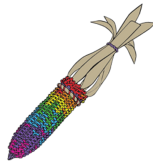
Live Virtual Training Logistics

Logistics

- You are muted
- If comfortable, share video
- AI Notetaker is disabled

Engagement

- Chat box
- Icons (Zoom & More)





WELCOME BACK WITH
Healthy Native youth



Welcome, Welcome, Welcome!

Please introduce yourself in the chat box. Include your:

- ★ Name, Pronouns
- ★ Tribe/ Organization
- ★ What are you hoping to learn today?

Safe Spaces



Group Agreements



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



Digital Learning Agreement

Teachers or parents: Use this document at the beginning of the school year to set a positive culture of digital citizenship in your classroom. Copy or download this form and add or delete items to customize it. Go over the pledge with students; then make sure the student and a parent/caregiver sign it.

As a student and a digital citizen, I agree to:

Be responsible. I will ...

- Do my best to complete my schoolwork and assignments.
- Take care of my device by:
 - not dropping or tossing it.
 - putting it down on a clean, flat surface.
 - not eating or drinking when I use it.
- Tell my teacher and parent or caregiver if my device is broken, stolen, or lost.
-

Stay safe. I will ...

- Not share my school account passwords with anyone other than my teacher and parent or caregiver.
- Not create accounts or share private information without my family's permission. (This includes my full name, date of birth, address, phone number, and photos or videos of myself.)
- Tell my teacher or an adult I trust if anything makes me feel uncomfortable online, or if anyone acts inappropriately toward me.
-

Think first. I will ...

- Remember that teachers and administrators can see whatever I say and do on a school-issued device during video meetings, in emails and chats, and on shared documents.
- Not post anything online that I wouldn't want my family, teachers, college admissions officers, or future employers to see because posts and comments can be saved and shared without my knowledge.

 common sense education

common sense education
Shareable with attribution for noncommercial use. Review is recommended.
See www.common-sense.org/learn for more details.

1

- Investigate whether a source is credible because not all information online is true.
- Give proper credit whenever I use, reference, or share someone else's creative work online.

https://docs.google.com/document/d/15ed_aYkTTQMzfz8p7tDjaljr9s-JGaJlrNkmEk-8GX4/edit



We've Got Goals!

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

- ★ **Learn** about the key terms & concepts of Neurodiversity
- ★ **Gain** tips for accommodating & adapting your programs for youth with neurodiversity or disability

Loved Here,
Safe Here.
All are welcome.



Where are we going



Wellness Moment
1 min

Let's Talk!
20 min



Neurodiversity 101
25 min

Adaptation in Practice
25 min

Closing
5 min



1.

Neurodiversity 101

The **What** the **Why** and the **How**!



Key Terms

Neurodivergent:

Someone whose brain performs differently than what society considers the norm

Neurotypical:

Someone whose brain functions in the way expected by society

Neurodiverse:

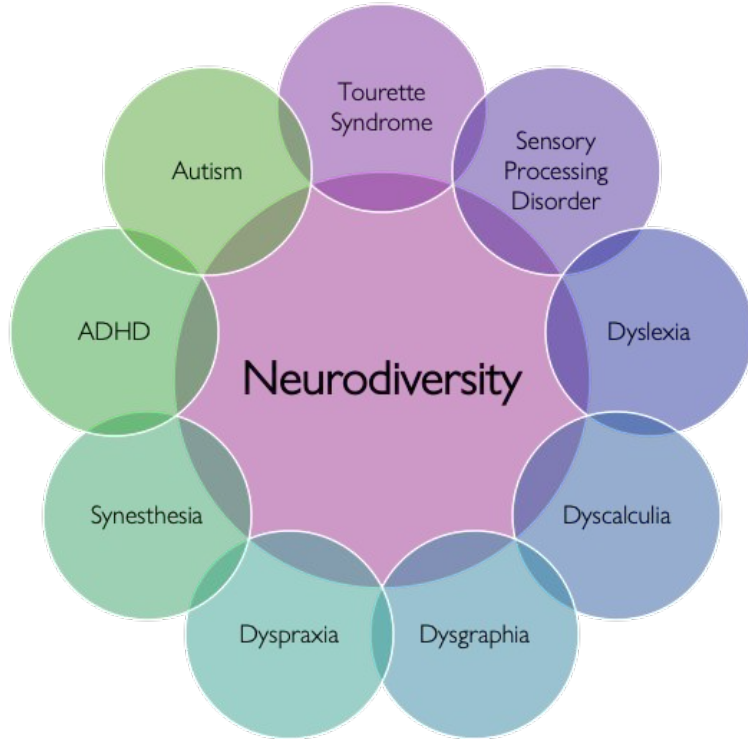
A group with both neurodivergent and neurotypical people

Neurodiversity Movement:

A grassroots effort advocating for improvements in how neurodivergent people are viewed and treated in society



What is Neurodiversity?





NEURODIVERSITY KEY TERMS

For educators, parents, and caring adults
www.healthynativeyouth.org

Neurodivergent

Someone whose brain performs differently than what society considers the norm

Neurotypical:

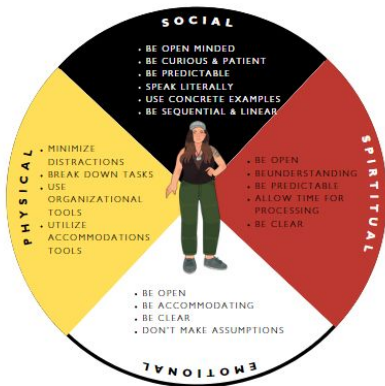
Someone whose brain functions in the way expected by society

Neurodiverse:

A group with both neurodivergent and neurotypical people

Neurodiversity Movement:

A grassroots effort advocating for improvements in how neurodivergent people are viewed and treated in society



Holistic Neurodivergent Model



NEURODIVERSITY DEFINITIONS

For educators, parents, and caring adults
www.healthynativeyouth.org

Sensory Processing Disorder:

Set of symptoms that affect the way individuals use sensory information for emotion regulation, motor performance, social interaction, and daily life functioning

Dyslexia

Characterized by difficulty in learning to decode (read aloud) and to spell

Dyscalculia:

Characterized by difficulty understanding arithmetic concepts and doing addition, multiplication, and measuring

Dysgraphia

Problems with handwriting, including trouble forming letters, writing within a defined space, and writing down thoughts

Dyspraxia

Impairment in the ability to plan and carry out sensory and motor tasks

Autism

Characterized by deficits in social communication, and the presence of restricted interests and repetitive behaviors

Attention Deficit Hyperactivity Disorder:

Ongoing patterns of inattention and/or hyperactivity-impulsivity that interferes with functioning or development

Synesthesia

Where one property of a stimulus evokes a second sensory experience not associated with the primary sense

Tourette Syndrome:

Characterized by sudden, unwanted, and uncontrolled rapid and repeated movements or vocal sounds called tics



Scan this QR code to visit the Healthy Native Youth linktree to access our newsletter, community of practice, and our spotlight curricula.

Social Media

IG: healthynativeyouth
X: healthNDVYouth
FB: healthynativeyouth
YT: healthynativeyouth



Are Neurodiverse Conditions Disabilities?

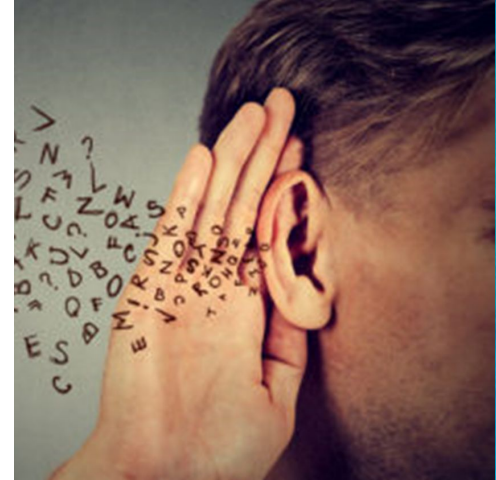
Neurodiversity:

Natural variations in how the brain works (like biodiversity)

VS

Disability:

A physical or mental impairment that limits an individual from one or more major life activities



Looking at the whole person...



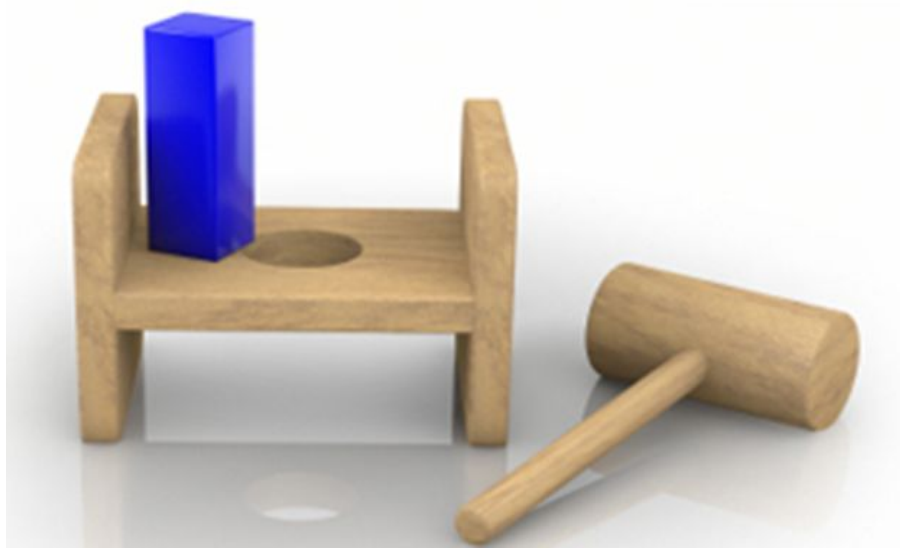
STRENGTHS

CHALLENGES

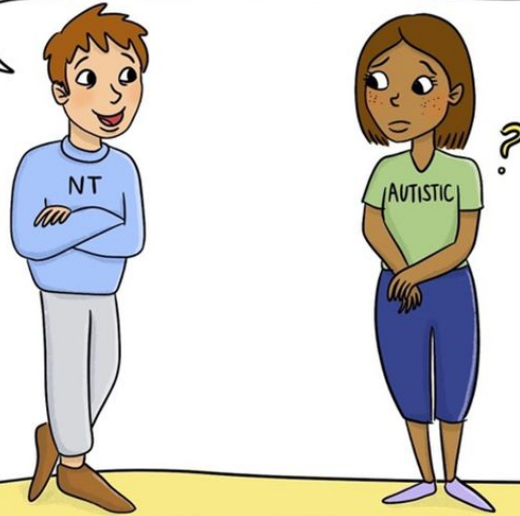
SOLUTIONS



Neurodiversity & Trauma



So, when YOU don't understand ME,
it's because YOU have poor understanding.



And when I don't understand YOU,
it's because your communication style
is weird + confusing.

NeuroWild



A Decolonial Perspective

- ★ Neurodiversity has only recently been viewed as a disadvantage
- ★ Storytellers and visionaries
- ★ Schooling and writing is a recent phenomenon



"Well, I was able to do it,
so YOU'RE obviously just not
trying hard enough."



Translation:

"I cannot perceive that others
may somehow experience
the world differently to me.
I prefer to be judgemental rather
than challenge my internal biases."



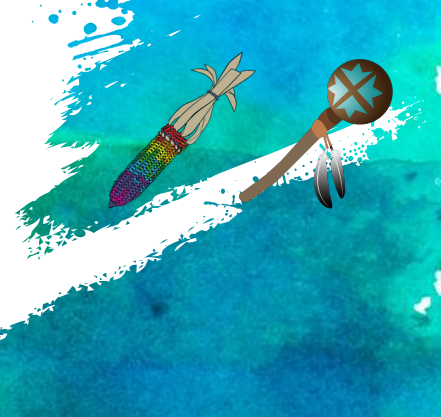
Some humans
are so disappointing.

NeuroWild



Build Community with Youth

Words Matter: Person & Identity First Language



Try this:

Child with ADHD
Student with Autism
Youth with dyslexia

Instead of this:

ADHD Child
Autistic Student
Dyslexic Youth

Not sure? Just ask!



Strategies for Inclusivity



Use

Use multi-sensory techniques for learning and sharing information

Provide

Provide step-by-step instructions

Incorporate

Incorporate “thinking time” into planning and scheduling needs

Be Aware

Be aware of memory and sensory overload

Simplify

Simplify your language

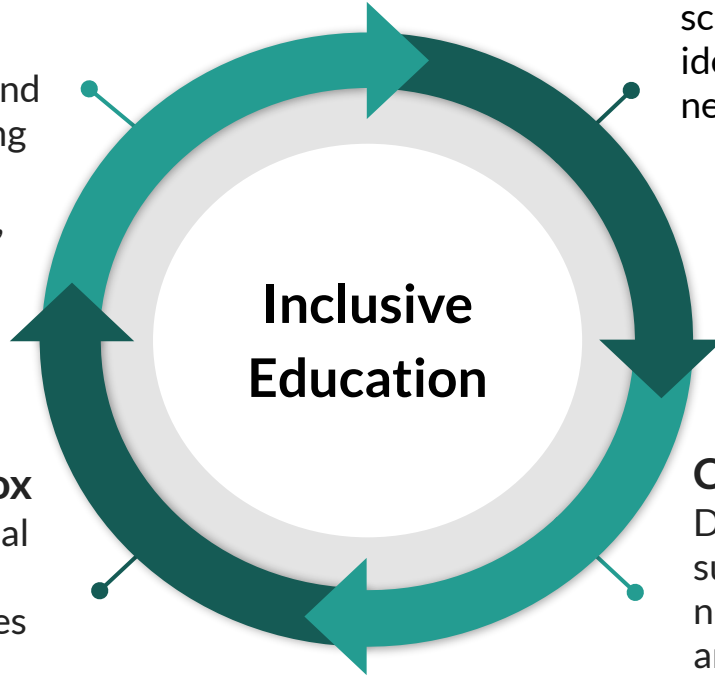


Metacognition

Big word for 'learning about how we learn'. Provide advice to learners about their learning strengths and weaknesses, enabling them to understand how they learn best, and allowing ownership of their learning

Resource Toolbox

Provide professional knowledge and a toolbox of resources for tutors and instructors about neurodiversity



Screening Tools

Provide instructors with a simple screening tool to identify neurodiverse traits

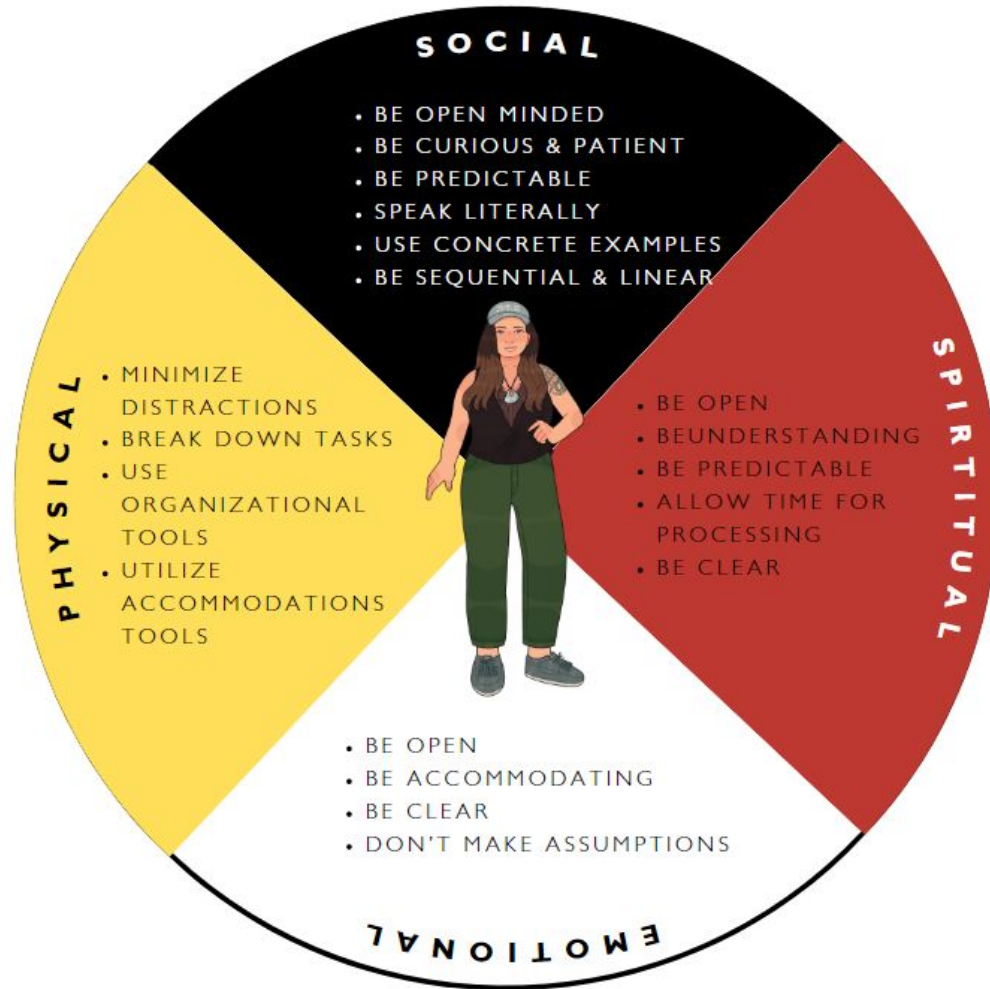
Classroom Design

Design classrooms to support sensory needs and be flexible and adaptable



<https://autisticadvocacy.org/>





Holistic Neurodivergent Model



Concerned about a Youth?

Check with your participants

- ★ Teacher or school for an existing IEP or 504 Plan
- ★ Schedule a time to meet

No IEP or 504 Plan?

For support, check with

- ★ School Counselor, or
- ★ Tribal Clinic



2.



Wellness Moment

Movement Activity



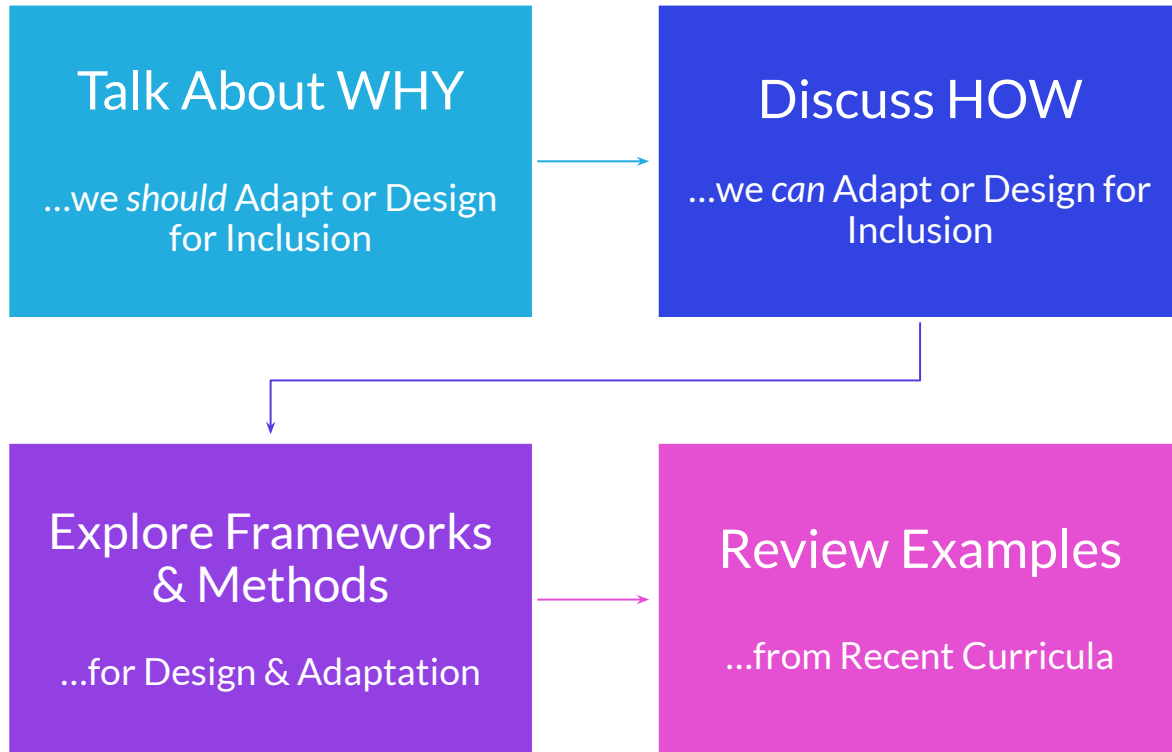
3.

Adaptations in Practice

Native It's Your Game 3.0
Native STAND



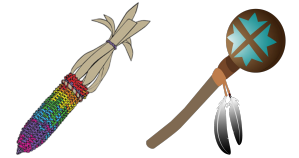
Our Process



Talk About WHY

...we should Adapt or Design
for Inclusion

Why should we
design or adapt our
programs and
services to support
neurodivergent
youth and youth
with disabilities?



Answer in the Chat Box or Unmute.



Where To Start...

Gather Info

Ask about IEP or
504 Plan

Registration Forms

Plan for Inclusivity

Assume youth in your care
might be neurodivergent & use
best practices

Expect Neurodivergence

Talk

Ask youth and their
caregivers about needs
and wants

Group Agreements

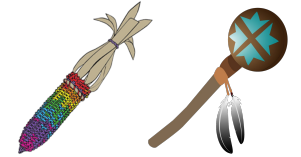
Create clear & Actionable
Ground Rules to address
Bullying & Acceptance



Discuss HOW

...we can Adapt or Design for
Inclusion

What are some
examples for how
you have created
an inclusive
environment for
ALL youth?



Answer in the Chat Box or Unmute.



Adaptations to Consider



01

Reading & Listening Adaptations

- “Preview” - provide vocab & cultural words ahead of time
- Use both Verbal & Written Instructions
- Auto-Captions (Google Slides) & Captions (videos)
- Ask for Volunteers to Read
- Provide Brain Breaks on Agenda
- Allow Use of Smart phone Tools

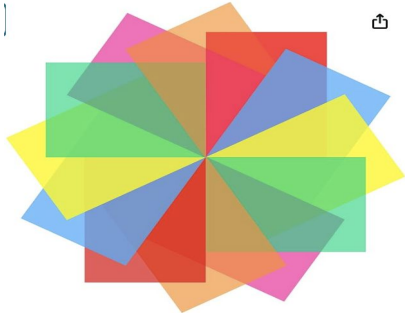
02

Visual & Sensory Adaptations

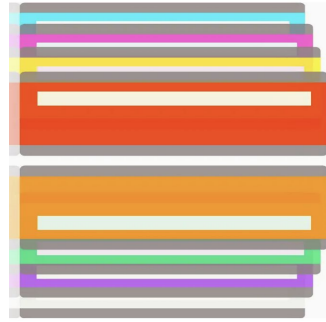
- Fonts - large & standard (e.g. Arial, Tahoma, Helvetica)
- Spacing & Header Considerations (e.g. enough space & easy scanning)
- High Contrast (e.g. black text on white paper)
- Visuals - colored overlays, reading guide strips
- Provide quiet time



Helpful Tools



Colored Overlays



Reading Guide Strips



Wobble Cushions



Explore Frameworks
& Methods

...for Design & Adaptation

Universal Design Principles

Source: <https://www.udinstitute.org/whatisud>



Universal Design Principles

- Equitable Use
- Flexibility in Use
- Simple & Intuitive
- Perceptible Information
- Tolerance for Error
- Low Physical Effort
- Size & Space for Approach & Use



Universal Design in Learning

Source: <https://udlguidelines.cast.org/>



The Universal Design for Learning Guidelines

The goal of UDL is **learner agency** that is purposeful & reflective, resourceful & authentic, strategic & action-oriented.

Design Multiple Means of
Engagement



Design Multiple Means of
Representation



Design Multiple Means of
Action & Expression



Access

Design Options for
Welcoming Interests & Identities

Design Options for
Perception

Design Options for
Interaction

Support

Design Options for
Sustaining Effort & Persistence

Design Options for
Language & Symbols

Design Options for
Expression & Communication

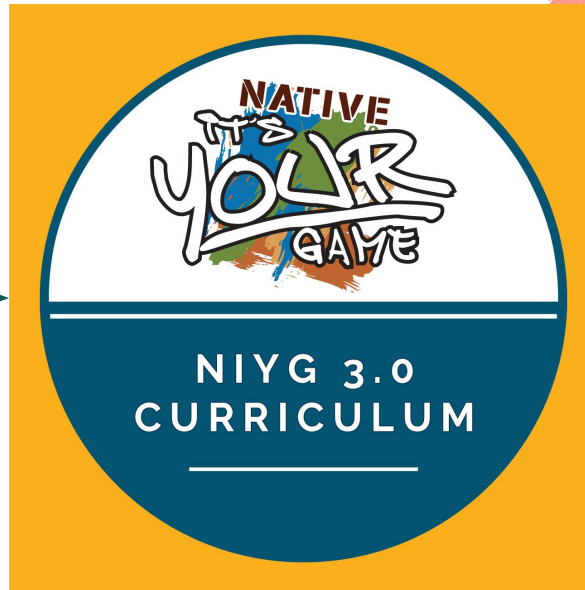
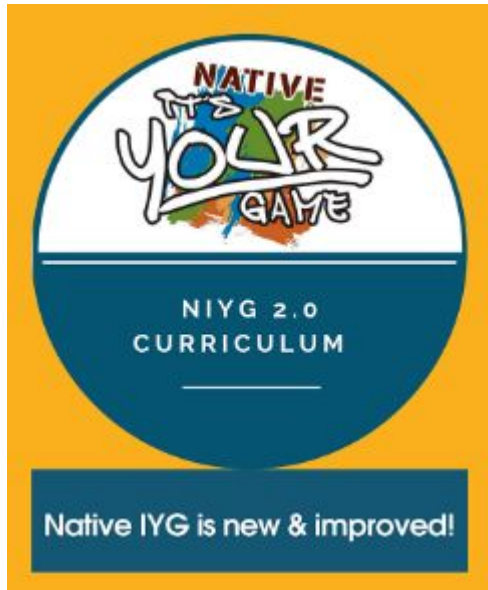
Executive Function

Design Options for
Emotional Capacity

Design Options for
Building Knowledge

Design Options for
Strategy Development





Adaptation in Practice...



Native IYG Disability Adaptation Themes

1. Improve contrast and readability of written content (ex. Font size and color, background images)

2. Remove strobing, flashing lights that may be harmful for youth with epilepsy or migraines, or neurodiverse youth

3. Adjust volume levels to make sounds less jarring and more consistent (ex. Dings/ buzzers on games)

4. Improve instruction and language clarity to avoid confusion; removing items that make risk scenarios more ambiguous

5. Add captions or transcripts and image descriptions to support youth with visual impairments

6. Decrease physical effort required for activities to improve operability for youth with minimal dexterity (ex. Dragging and dropping, excessive clicking)

7. Increase timing or reduce speed of transitions on activities to improve tolerance for error and adjust extreme auditory feedback

Standard, Simplified Font

SELECT Your Rule...

1 2 3

Move your mouse over the numbers to see each option.

Choosing to wait:
You are choosing to wait until you are older before you have sex

Your partner wants to have sex for the first time with you, but you are not ready. You like your partner but you want to make it clear that you are waiting until you're older before you have sex.

Choose

NIYG 2.0

SELECT Your Rule...

1 2 3

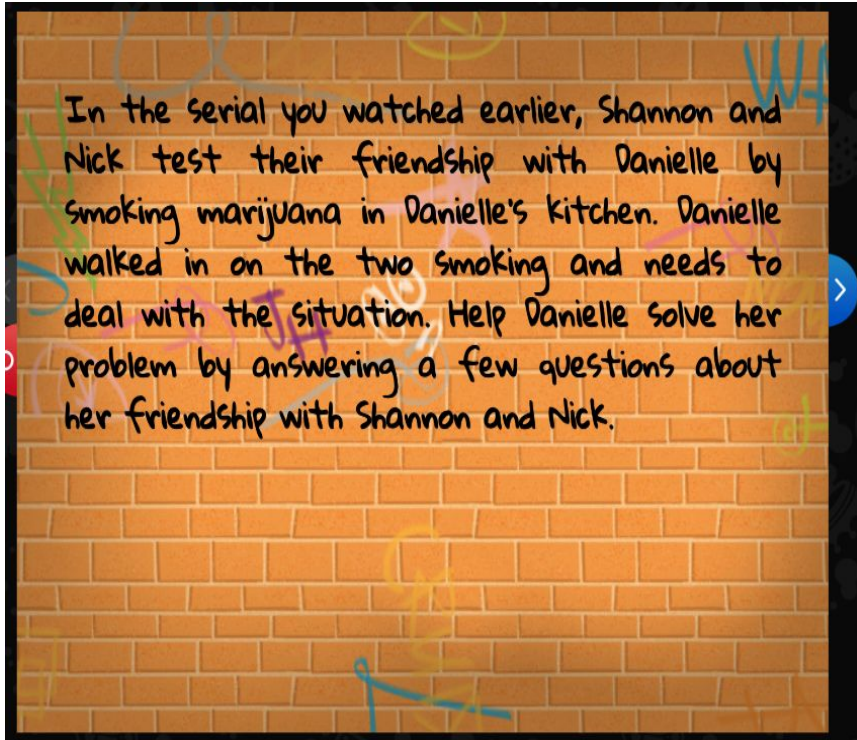
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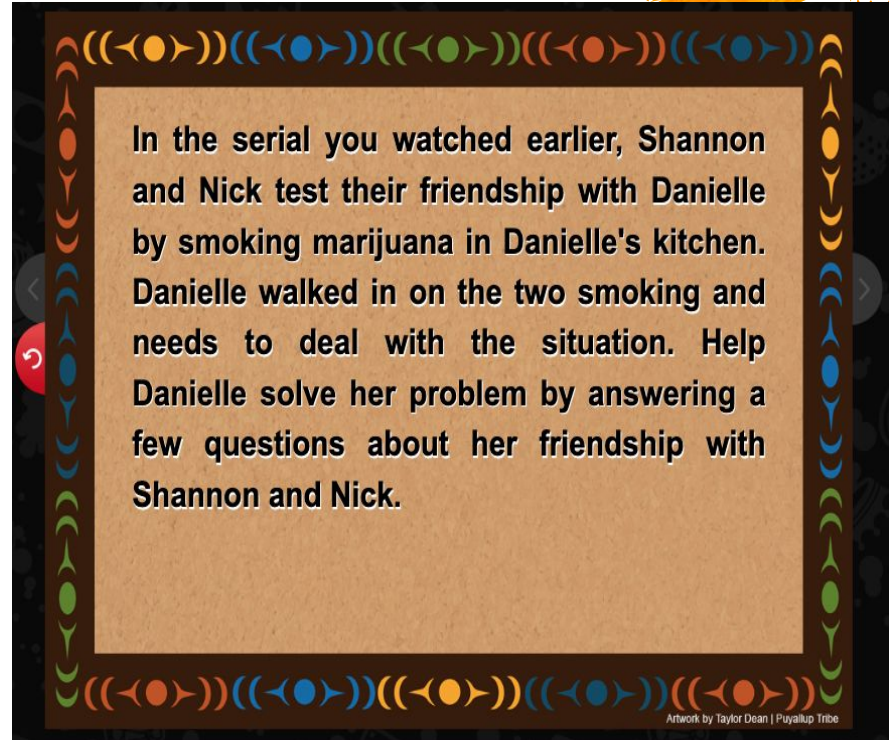
Your partner wants to have sex for the first time with you, but you are not ready. You like your partner but you want to make it clear that you are waiting until you're older before you have sex.

NIYG 3.0

Simplified Background, Higher Contrast Font (and Native Design!)



NIYG 2.0



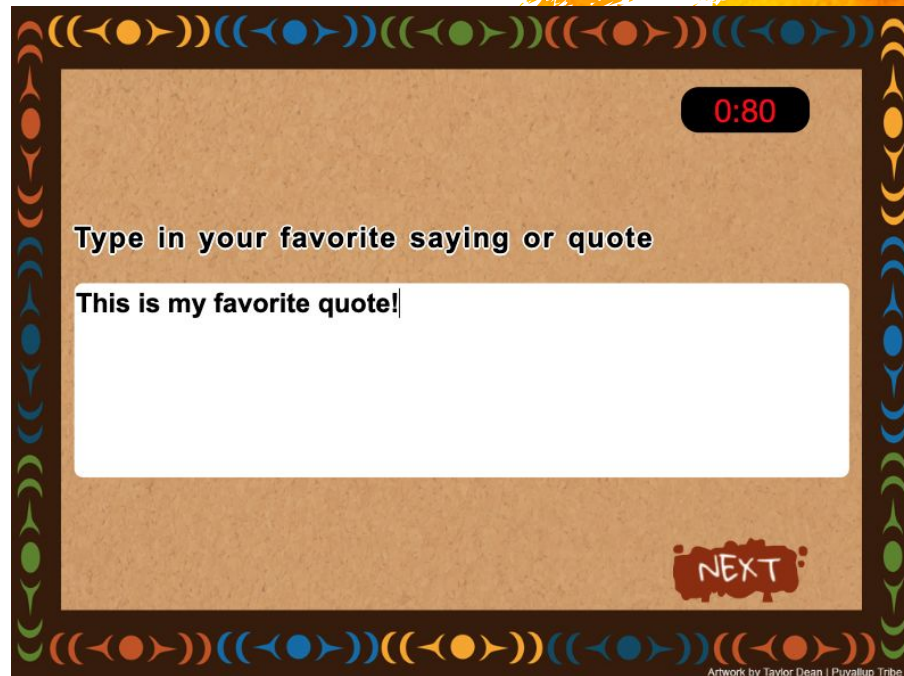
NIYG 3.0



Adding Text Containers, Simplifying Backgrounds



NIYG 2.0



NIYG 3.0



Make Simple & Intuitive, Optimize Challenge & Support, Improved Tolerance for Error

Online Safety Tips for Teens

TECH PROTECT

- BULLYING AND HARRASMENT
- SEXUAL CONTENT
- ONLINE DATING

Choose the **teen(s)** you want to hear from on this topic

While hanging out with a group of friends at my house after school, they dare me to post a nasty message on a classmate's Facebook wall. I should...

- ~~Post something super nasty – I can't stand that classmate anyway, so why not?~~
- ~~Send the classmate a private message so at least they're not embarrassed publicly.~~
- Tell my friends no or say that my parents monitor my computer messages and I don't want to get in trouble.

next

NIYG 2.0

Online Safety Tips for Teens

TECH PROTECT

- Bullying and Harrasment
- Sexual Content
- Online Dating

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next

NIYG 3.0



Adding Characters with Disabilities

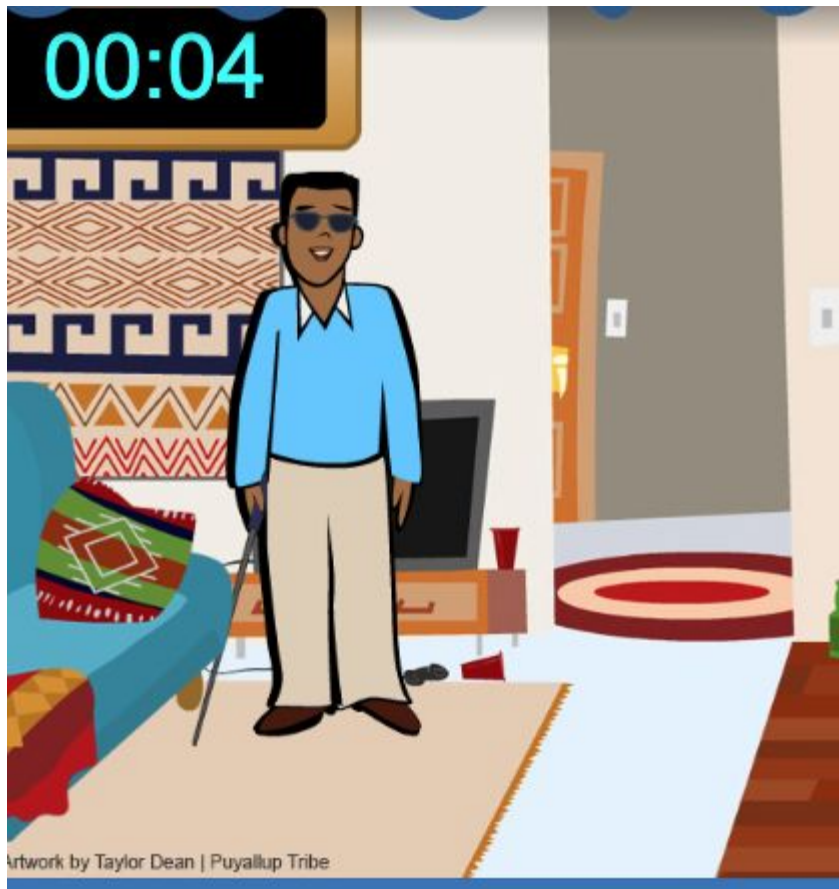


NIYG 2.0



NIYG 3.0

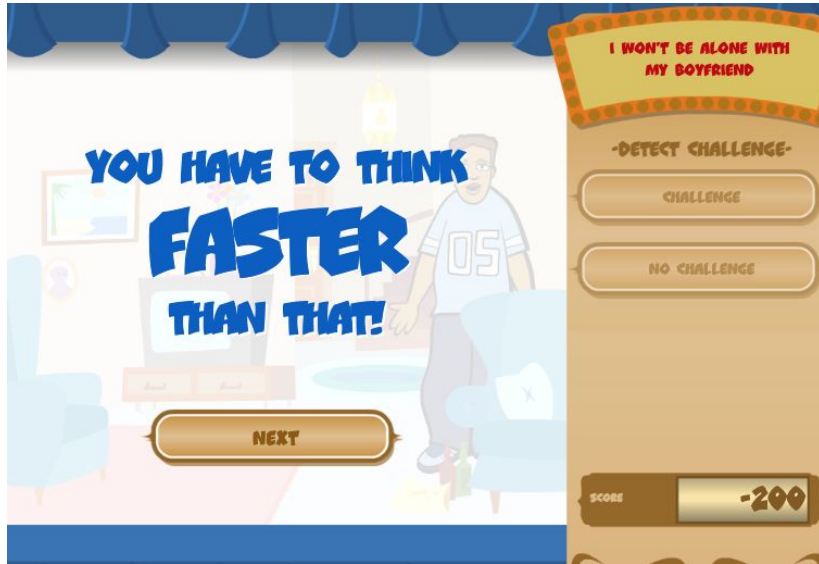




Additional Disabled Character



Expanding Timing for Activities and Improving Tolerance for Error



NIYG 2.0



NIYG 3.0



Native STAND 2.0

Students Together Against Negative Decisions

Adaptation in Practice...



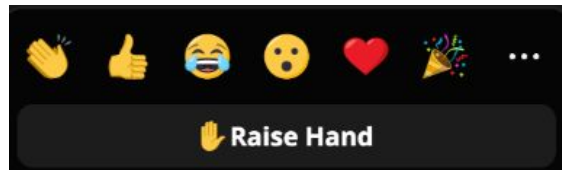
4. Let's Talk About it!

Logistics

- Share Your Video
- Use the Chatfeed

Engagement

- Use the Chatfeed
- ASL
- Zoom Reactions





*Chatfeed Convo:
Type Questions, Ask
Away!*





5. Closing

Healthy Native Youth Highlights



Healthy Native Youth

- ★ Implementation Toolbox
- ★ Filter & Compare Tool
- ★ Stand-alone Lessons
- ★ Tools for Caring Adults
- ★ Community of Practice
- ★ Resources, Support, & TA
- ★ Upload & Submit Your Own Curricula

HEALTHY NATIVE YOUTH

IMPLEMENTATION TOOLBOX CURRICULA TOOLS FOR PARENTS COMMUNITY RESOURCES

SEARCH FOR LESSONS, SUBJECTS AND VIDEOS

CAMPUS MAP

Raising Healthy Native Youth
Through Culturally Relevant Health Education

ENGAGING. RELEVANT. EFFECTIVE.
HealthyNativeYouth.org contains health promotion curricula and resources for American Indian and Alaska Native youth. The curricula housed on our site promote positive youth development, embrace cultural teachings, and demonstrate evidence of effectiveness.
This site is designed for tribal health educators, teachers, and parents.

Get Tools From Our Implementation Toolbox
As a member of your community, you already know a lot about what your community needs to better support youth. Other members of your community – like youth, parents, teachers, youth advocates and school counselors – also have important perspectives and are vital decision-makers and champions when you select and implement a health ed curriculum.

www.healthynativeyouth.org

We R Native

For Youth

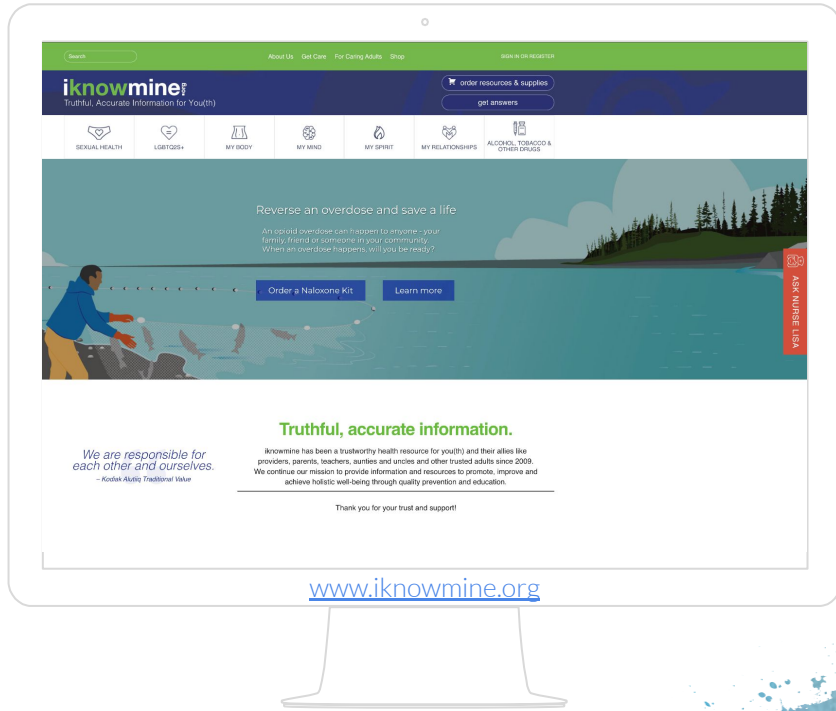


www.wernative.org



- ★ Multimedia health resource for Native youth by Native youth
- ★ “Ask Your Relative” Q&A Service
- ★ Youth can text “NATIVE” to 94449
- ★ Follow on Instagram, Twitter, YouTube, Facebook





I Know Mine

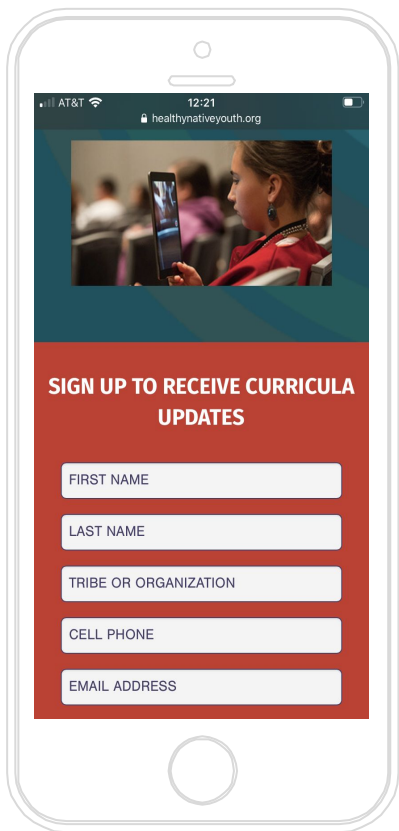
For Alaska Native Youth

- ★ Get Condoms
- ★ “Ask Nurse Lisa” Q&A Service
- ★ Opioid Overdose Response Kit
- ★ AK Syringe Services Program
- ★ Follow on Twitter, YouTube, Facebook



ALASKA NATIVE
TRIBAL HEALTH
CONSORTIUM





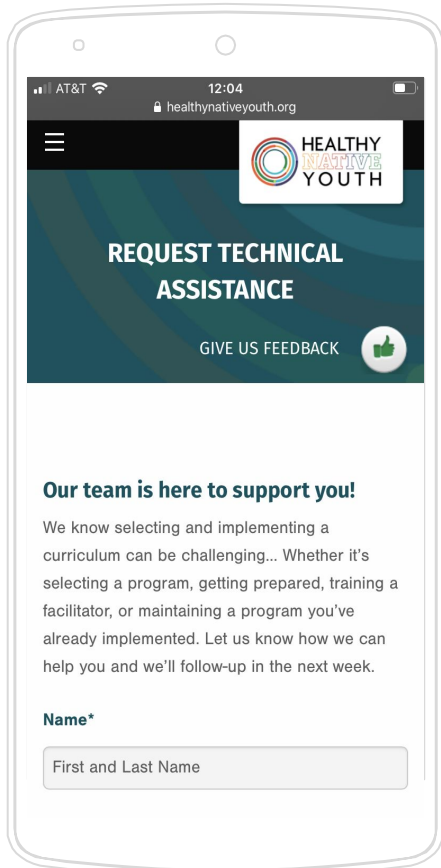
HNY [Linktree](#) QR Code

Join the *Healthy Native* *Youth* Movement!



Sign up for [Newsletter](#)
Text "HEALTHY" to 94449
Follow us on Facebook, Instagram,
Twitter, YouTube





We LOVE helping...

- ★ Training & TA Evaluation Form
- ★ Request TA



Mark Your Calendars!




<https://us06web.zoom.us/join/register/tZMuceCvrz4qGNFJEGGA99bnPi3-sWfkbdlB>

Ahe'hee! Quyana! Thank you!

(Since 2021)




[I Know Mine](#)
[I Want the Kit](#)
[Safe in the Village](#)



Alaska Native Tribal Health Consortium




[I Want the Kit](#)
[Respecting the Circle of Life](#)



Johns Hopkins - Center for Indigenous Health



[Native It's Your Game](#)
[Healthy Native Youth Implementation Toolbox](#)



University of Texas - School of Public Health




Inter Tribal Council of Arizona, Inc.

[ITCA Landing Page](#)



Southern Plains Tribal Health Board


[I Want the Kit](#)
[Native Test](#)



Northwest Portland Area Indian Health Board

[Healthy Native Youth We R Native](#)

Partners:
[Paths ReMembered](#)
[Washington Youth Sexual Health \(WYSH\)](#)
[Native Health Resources](#)



Email us at: Amanda Kakuska, akakuska-contractor@npaihb.org; Michelle Singer, msinger@npaihb.org

Let us Close with a Blessing

“Ish dom hoh icheema.”
(I cherish you.)

Zuni Pueblo

