

Boarding Schools: Remembering our Resiliency and Shared Knowledge for Trauma Informed Learning



University of Montana – Missoula
 ALi Auditorium, Phyllis J. Washington College of Education
 September 30, 2022, National Day of Remembrance for Indian Boarding Schools
 8:30am – 9:00pm

**Wear orange to honor boarding school
 victims, survivors, and future generations**

The symposium has two main objectives:

1. Provide all educators at the elementary, secondary, and post-secondary levels with the development content specific teaching methods designed to address and emphasize curricular integration of topics such as Indian boarding schools and other meaningful applications of Indian Education for All (IEFA)
2. Provide all educators at the elementary, secondary, and post-secondary levels, with knowledge, guidance, and practices related to integrating trauma informed learning into their classrooms, institutions, and interactions with the community

Campus map: <https://map.umt.edu/?id=1906#!ct/52930,52138,52131>

The entrance to the ALi Auditorium is on the west side of the Phyllis J. Washington College of Education building off of Eddy Avenue. Everyone is encouraged to arrive to the symposium early as parking may be difficult or limited.

General parking information:

<https://www.umt.edu/police/parking/Parking%20Information/default.php>

Visitor parking fee information:

<https://www.umt.edu/police/parking/Parking%20Information/Visitor%20Parking.php>

For information on OPI Continuing Education Credits, please contact Erin O'Reilly, Adjunct Associate Professor of Education, at erin.oreilly@mso.umt.edu. The total number of credits for this event is 10.

The University of Montana, the Phyllis J. Washington College of Education, the National Native Children's Trauma Center, the Robert and Beverly J. Braig Family, All Nations Health Center, the Office of the President, and the Office of the Provost welcome you to this event!

Agenda

8:30am – Continental Breakfast - ALi Auditorium

9:00am – Welcome, Adrea Lawrence, Dean, Phyllis J. Washington College of Education

- *Opening blessing and opening, Laura Gervais (Kainai)*
- *What to expect from today? Why are we here? Every child matters? Kate Shanley (Nakoda)*
- *Honor song, Ray Kingfisher (Blackfeet/Northern Cheyenne)*

9:30am – 10:00am – Speaker Session 1 - ALi Auditorium

Ramey Growing Thunder (Fort Peck Dakota)

*Save the Dakȟóta, Lakota, and Nakoda Language and Culture,
Kté the Historical Assimilating Systems!*

Ramey will present her research she has done to promote Dakȟóta, Lakota,
and Nakoda language and culture.

10:00am – 11:20am – Concurrent Break-Out Workshops 1

ENGLISH LANGUAGE ARTS & HISTORY - ALi Auditorium A

Laurie Smith-Small Waisted Bear (Rosebud Sioux Tribe (Sicangu Oyate))

*The Native American Boarding School Gallery Walk
and the Wakalapi Literacy Strategy*

The Gallery Walk will chronicle the ways in which the Native American Boarding School era influenced public education as it has been imposed upon our Indigenous students, and then go on to demonstrate that in many instances, little has changed in classrooms across Indian Country. In 2018, a New Mexico district court judge who presided over the landmark case, *Yazzie/Martinez v. NMPED*, determined that "the education of New Mexico's Indigenous k-12 students violated students' fundamental rights by failing to provide a sufficient public education, as required under the state constitution." We will examine that landmark case in conjunction with the Boarding School era through what I have renamed The Wakalapi Literacy Strategy, exchanging the Lakota word for coffee in place of this strategy's more familiar name, The Tea Party Literacy Strategy. This is an interactive session, and I welcome each participant to freely contribute their thoughts and reflections to what is sure to be a vibrant conversation.

SCIENCE - ALi Auditorium B

***Sammy Matsaw (Shoshone/Oglala Lakota)
and Jessica Matsaw (Shoshone/Bannock)***

***Cultivating Alliances and Centering Indigenous Research Methodologies
and Pedagogies***

Cultivating alliances will take an earnest and diligent effort of self and community work to undo the historical genocide, trauma, and harm left in the substantial scope and scale of colonialism projects. Storytelling is a way of interpreting the natural landscape and phenomena through metaphors to respecting the sources of life-giving entities aka natural resources. Indigenous Peoples are living in their homelands since time immemorial; however, they have been removed in some form or fashion aka boarding schools and erasure. Traditional/Indigenous Knowledge is still practiced today persisting over 500 generations informing a way of knowing to be a part of nature, the land and waterways aka science. Decolonizing and Indigenous Research Methodologies and Pedagogies is a critical lens the scientific enterprise and education system needs to interweave different ways of knowing that informs policy towards addressing educational inequities, disconnections, and real issues from climate change.

LANGUAGE, ARTS & MEDIA - COE 334

**Aspen Decker
(Tat?ayan, Qlispelix, Ksanka)
(Confederated Salish and Kootenai Tribes)**

Healing Historical Trauma through Sqel lixÉ· (Indigenous) Language and Identity

This presentation explores the strengths of our ancestors that went through boarding schools, colonization, and removal from aboriginal homelands. This presentation focuses on the ways we can heal historical trauma through our ways of being, language, and identity.

11:30am – 12:00pm - Keynote Hybrid Address - ALi Auditorium

**Maria Brave Horse Yellow Heart (Hunkpapa and Oglala Lakota)
and Deidre Yellowhair (Dine/Navajo)**

***Healing from Historical Trauma Through Historical Resilience: Examining the Intergenerational
Spaces for Healing Individuals, Families, and Communities***

This presentation will define Historical Trauma and provide examples of how colonization has perpetuated Historical Trauma. The presentation will also briefly describe the four stages of the Historical Trauma and Unresolved Grief intervention model for participants.

12:20pm – 1:00pm – Lunch and Content Session 1 - ALi Auditorium

**Jordan Dresser (Northern Arapaho) &
Christine Rodgers-Stanton**

A Framework for Teaching and Healing with Films about Boarding Schools

Thought the lens of the 2021 film, *"Home from School: The Children of Carlisle,"* these presenters will talk about the historical and present-day context of boarding schools and how indigenous communities can take the steps to heal in a meaningful and cultural relevant way.

1:00pm – 2:20pm – Concurrent Break-Out Workshops 2

ENGLISH LANGUAGE ARTS & HISTORY - ALi Auditorium A

**Brad Hall (Blackfeet) &
Beverly J. (Simpson) Braig**

"Recognizing Our Present, Through Items of Our Past: Curricular intersections between Social Studies and Museum Practice"

American Indians have experienced a troubling association with museum research and practice, many collecting the objects and other cultural items viewed as pieces of "vanishing cultures." Today, American Indian people through the acceptance of tribally/community-led curatorial practices has changed how modern museums display, study, and educate the public about American Indian people. This interactive presentation will discuss the intersection between past/present museum practices and incorporate community-based resources, showing how social studies teachers can use family and cultural items in their classroom to expand their students' knowledge of their personal, community, and broader historical connections. This workshop will also model the process in which an interview concerning "Emma's Dress" using guiding questions being answered by special guest Beverly J. (Simpson) Braig, the granddaughter of Emma Sansaver, one of the 1904 world-champion girls basketball players for the Shaw Indian School.

SCIENCE - ALi Auditorium B

Chelsea Morales (Aaniiih (Gros-Ventre))

Impacts of American Indian Boarding Schools on Indigenous Foodways

This presentation will discuss how educators (secondary and post-secondary level) could incorporate American Indian Boarding School content into Health Science course curricula. Specifically, this talk will examine a lesson plan on American Indian boarding schools and the long-term effects of such policies on indigenous foodways. Presenter will demonstrate how to utilize various materials (online digital resources, books, and local archives) to evaluate this topic. Audience members will have an opportunity to explore the lesson plan and associated materials through a hands-on activity.

LANGUAGE, ART & MEDIA - COE 123

Jason Begay (Navajo)

Contextualizing History in Modern Journalism

The Indian boarding school system is steeped in Native American history for several generations. Yet new organizations covering the issue must present that history in short, bite-sized, audience-friendly bites. This presentation will cover how best to analyze information, like that from the 2022 Federal Indian Boarding School Initiative Investigative Report, condense it and present it to readers and still thoughtfully consider much needed historical context.

2:30pm – 3:00pm – Speaker Session 2 - ALi Auditorium

Turquoise Devereux (Salish/Blackfeet)

The Historical and Intergenerational Impact of Assimilation

An overview of the assimilation stage of colonization and the lasting impact it has on Native Americans. Attendees will learn tangible skills and the importance of utilizing decolonizing approaches to alleviate barriers and support healing of historical/intergenerational trauma from a holistic approach.

3:00pm – 4:20pm – Content Session 2 - ALi Auditorium

**Shannon Crossbear (Ojibwe)
& Ethleen Iron Cloud-Two Dogs (Oglala Lakota)**

Rekindling the Flame

This session will highlight the impact of the boarding school experience from an Ojibwe and Lakota spiritual perspective and from a boarding school survivor perspective. Rekindling the flame refers to strengthening and healing the spirit, individually and collectively, to move forward despite horrific and devastating experiences from historical traumatic experiences that we Native/Indigenous people have endured.

4:30 - 5:00pm – Speaker Session 3 - ALi Auditorium

Marsha Small (Tsistsistas)

***Utilizing Ground Penetrating Radar and Magnetometry in Indian Boarding School Cemeteries:
Locating the Stolen and Kidnapped Children***

As a Northern Cheyenne woman, Ota'taveenova'e (Blue Tipi Woman), as she is named, embraces the Tsistsistas ways of knowing, especially those of respect, reciprocity, and responsibility. Marsha Small grew up on the Northern Cheyenne Reservation and plans on returning there part-time when her academic journey is over. In Marsha's academic journey, she will describe how she navigates the revitalization of multidimensional epistemologies of Indigenous worldviews. In

correlation with Indigenous knowledge foundations, Marsha employs and will detail how the use of western methods of geophysical systems, specifically ground penetrating radar and magnetometry impact our knowledge and awareness about the boarding school era. These processes are considered non-invasive and non-disturbing which are reflective of Northern Cheyenne epistemologies. Within all methods, she applies herself as an Indigenous researcher who is a voice for the Children who Remain in Indian Boarding School Cemeteries.

5:10pm – 6: 20pm – Speaker Panel Session - ALi Auditorium

**Annie Belcourt (facilitator)
Marsha Small
Ramey Growing Thunder
Laura Gervais
Jordan Dresser
Turquoise Devereux**

6:20pm – 6:40pm – Symposium Closing - ALi Auditorium

**Maegan Rides at the Door
Laura Gervais**

***Gathering of Thoughts, Minds, and Hearts:
Moving Forward with Trauma Informed Learning***

6:40pm-8:00pm – Dinner Break

8:00pm – Lighting of University Hall Orange and *Every Child Matters* Event on the UM Oval

Sponsored by All Nations Health Center and the UM Native American Natural Resources Program



Hybrid Keynote Address Presenter Information

Maria Brave Horse Yellow Heart, PhD (she/her, Hunkpapa and Oglala Lakota)

Dr. Maria Yellow Horse Brave Heart was previously on the faculty at Columbia University School of Social Work and was a research team member with the Hispanic Treatment Program of New York State Psychiatric Institute/Columbia University College of Physicians and Surgeons. She was also on the faculty at the University of Denver Graduate School of Social Work. Dr. Brave Heart (Hunkpapa and Oglala Lakota) is Associate Professor of Psychiatry and Behavioral Sciences and Director of Native American and Disparities Research in the University of New Mexico's Division of Community Behavioral Health.

Deidre Yellowhair, PhD (she/her, Dine/Navajo)

Dr. Deidre Yellowhair graduated from Western Michigan University with a PhD in Counseling Psychology and completed her pre-doctoral training at the University of New Mexico. She also received her Master of Arts in Counseling Psychology from Western Michigan University and bachelor's degrees in Psychology and English from Fort Lewis College. A Dine/Navajo from Arizona, she has dedicated her research and studies to addressing historical trauma and multicultural, diversity, equity and racial issues; specifically, how systemic racism impacts mental health in American Indian (AI) communities.

Presenter Information

Laura Gervais (she/her, Kainai)

Oki (hello) nii stowa nitanikkoo Noonaki-litakii (my name is Roundface Woman). Laura Gervais a member of the Blackfoot Confederacy, enrolled at the Kainai/Blood Reserve of Alberta. Laura is a boarding school survivor who was born and raised and on the Kainai Reserve until the age of twenty-two years, which at that time she married her husband and moved to the Blackfeet Nation in Browning, Montana. She and her husband Bob have been married for fifty-nine years. Laura has a Master's degree in Education with six endorsements and a Certificate of Diploma on Indigenous Mental Health that she earned during the two-year pandemic "Stay at Home" order by the Blackfeet Tribal Business Council on "Zoom" through Red Crow Community College located at Stand Off, Alberta. Laura retired from the School District #9, the Browning Public School System. The last position Laura held was as the Special Education Supervisor and Principal of three rural schools. Two of these schools were located at Hutterite Colonies, which she thoroughly enjoyed learning about their culture and way of life. Laura has retired four times since officially retiring, and she maintains her work in education in various other ways such as cultural consulting throughout the school systems on the Blackfeet Nation.

Kathryn Shanley, PhD (she/her, Nakoda)

Dr. Kathryn Shanley, an enrolled citizen of the Nakoda Nation (Ft. Peck Reservation), served in various roles at the UM from 1999 to 2022—as a professor, chair of NA\$, and Special Assistant to the Provost. Holding a PhD in Literature and Language from the University of Michigan, Dr. Shanley has published widely in the field of Native American literature, most notably on the work of Blackfeet/Gros Ventre writer James Welch. Recently, she wrote an article comparing James Welch's work with that of African writer Ayi Kwei Armah, and Salish artist Corky Clairmont. Among other edited works, Dr. Shanley co-edited *Mapping Indigenous Presence* (2014); she served as literary

editor for the *American Indian Quarterly*, and also as co-editor (with Ned Blackhawk) of the Yale University Press Henry Roe Cloud American Indians and Modernity series. Dr. Shanley served as president of the Native American and Indigenous Studies Association from 2011-2013. For eight years, she served on the board of the American Indian Graduate Center and received a national faculty mentor award from Native Writers' Circle of the Americas. She continues to work as Regional Liaison for the Ford Foundation Fellowship Program for fifteen years for Wyoming, Utah, and Montana.

Raymond Kingfisher (he/him, Blackfeet/Northern Cheyenne)

Raymond Kingfisher is a Native American Specialist at Missoula County Public Schools. Raymond has a Bachelor of Arts in Native American Studies from the University of Montana. Raymond is renowned in the Missoula Indigenous community, and in his own words is "Just an Piikani out here in the city making it work..." Raymond will be opening the symposium with an honor song and is assembling a group of singers during the symposiums closing *Every Child Matters* walk.

Ramey Growing Thunder (she/her, Fort Peck Dakota)

Ramey Escarcega-Growing Thunder, also known as Hinhan Wahacanka Winyan (Owl Shield Woman), is a 41-year-old born and raised in Poplar, Montana on the Fort Peck Indian Reservation. Her maternal side hails from her mother, Esther Platero, a Dine (Navajo) from New Mexico and her paternal side from her late father, Thomas Escarcega Sr., a Dakota from Fort Peck Indian Reservation. She is an enrolled member of the Fort Peck Dakota Nation. Ramey is the wife of Darryl Growing Thunder, who is a self-taught ledger artist and together they are raising three (3) sons ages 19, 17, and 16 years old. She comes from a big family of 4 brothers and 2 sisters. She is the current Director of Fort Peck Tribes Language and Culture Department. This program is a grassroots initiative that has persevered since 2011 and works with two distinct languages: Dakota and Nakoda. The program's guiding vision foretells their respectful approach addressing the historical accuracy of their people's education past and present, community-based curriculum development, language revitalization, cultural restoration, and learning strategies for the sake of their children and future generations. Ramey values education and understands firsthand the significance it plays in her language and cultural preservation work at Fort Peck with her Dakota/Nakoda people. Her educational experience varies from a Bachelor of Science in Education from Montana State University-Northern, a Master of Arts in Language, Literacy and Socio-Cultural Studies with emphasis in American Indian Education from University of New Mexico. Ramey is currently completing her dissertation for a Doctorate (Ph. D) of Interdisciplinary Studies from the University of Montana.

Laurie Smith-Small Waisted Bear (she/her, Rosebud Sioux Tribe (Sicangu Oyate))

Laurie's work in public education encompasses more than thirty years with the bulk of that work centered in Indian country across four states: South Dakota, Montana, New Mexico and Minnesota. The first twenty-two years of my life were spent on both the Oglala and Rosebud reservations in my home state of South Dakota, a state widely regarded by the people of the Seven Council Fires or Oceti Sakowin, as a state of deep oppression. I, myself, am a Native American Boarding School survivor of two Evangelical Mission Boarding Schools. I am here to tell you that what the world has learned about the abuse perpetrated in these institutions designed to "strip the language and culture" from Native children is undeniably true. As a Native educator, it has always been my driving passion to provide my Indigenous students with the kind of education I wish I could have had by providing multiple entry points for these students to celebrate and practice their heritage languages and culture in the academic setting. It is my great honor and privilege to lead this session in this very

sacred space and time for which the University of Montana has reserved to remember those who lost their lives in these schools, for those whose Native languages were severed from memory, and for those for whom intergenerational trauma would embody a legacy passed from one generation to another. But this is not the end of our story, because where there is trauma, there is healing. Our history does not have to be our future.

Sammy Matsaw, PhD (he/him, Shoshone/Oglala Lakota)

Dr. Sammy Matsaw Jr. comes to us from the Fort Hall Indian Reservation, in southeastern ID where he is a Research Scientist for the F&W Dept for the Shoshone-Bannock Tribes restoring salmon populations. He is a member of this tribe and has family ties to the Oglala Lakota tribe as well. His awards and honors are impressive, not only has he received several awards from NSF (he currently has two) and the University of Idaho (where he got his PhD), he also has earned the role of Sundancer and pipe-carrier in his community. He is also a veteran, having served in Iraq, and received an Army Commendation for his service. Dr. Matsaw is the founder of *Indigenous Skye, LLC*, Lead Consultant for *IndigenousCC*, Arizona State University School of Social Work doctoral student.

Jessica Matsaw (she/her, Shoshone/Bannock)

Jessica Matsaw is an Indigenous educator, researcher, contemporary Native American artist, family member and co-founder of *River Newe*. Through her studies analyzing violence and intergenerational trauma Jessica has found her calling to work with tribal youth implementing culturally relevant education within the schooling systems. Jessica critically examines Indian education reform, understanding educational systems are presently and historically been spaces of violence towards Indigenous peoples. Jessica combats educational systems of exclusion and cultural erasures by focusing culturally centered, equitable learning spaces of engagement. Jessica approaches Indian education celebrating Indigenous ingenuity, intellect, and inquiry. *Jessica's* teaching methods focus on self-determination, Indigenous pedagogy, decolonizing methodologies, social justice, and community-based power. Jessica current work focuses on teacher development and culturally relevant education. Jessica has a Bachelor of Science in Sociology (minoring in psychology), an Academic Certificate in Diversity and Stratification, a M. Ed. in Curriculum and Instruction + teaching certifications (Art and Social Sciences) and is currently pursuing her PhD in Education with a focus on Indian Education Reform and Land Pedagogy. Co-Founder of *River Newe* Nonprofit organization. Educational outreach working with Tribal students K-12 in land pedagogy. Teacher development in culturally relevant curriculum and instruction. Research assistant with the University of Idaho COGS. Jessica is currently a full time PhD student focusing on Indian Education Reform and Land Pedagogy.

Aspen Decker (she/her, Tat?ayan, Qlispelixa, Ksanka (Confederated Salish and Kootenai Tribes))

Aspen is an enrolled member of the Confederated Salish and Kootenai Tribes (Tat?ayan, Qlispelixa, Ksanka) and a speaker of her tribal language, language. Aspen graduated with a Master's degree in linguistics from the University of Montana in 2021. Aspen earned her Bachelor's degree in Tribal Historic Preservation from Salish Kootenai College in 2018. Aspen has a Montana Class 7 Native American Language and Culture Educator License. Aspen's great grandparents grew up in boarding schools and were abused for speaking Salish. They choose not to speak Salish to their children because they wanted to protect them. Consequently, Aspen's yaya (grandmother) did not know the language nor was she able to pass it on to her daughter (Aspen's mother). Aspen's passion for the Salish language began when she was a young child. Aspen began learning and speaking Salish fluently

when she was thirteen years old. Now, Aspen is raising her children in the Salish language as first language speakers.

Jordan Dresser (he/him, Northern Arapaho)

Jordan Dresser is a member of the Northern Arapaho Tribe located on the Wind River Indian Reservation in central Wyoming. He graduated from the University of Wyoming with a Bachelor of Arts degree in journalism and a Master of Arts degree in museum studies from the University of San Francisco. Dresser currently serves as the Chairman of the Northern Arapaho Tribe. Jordan is also a filmmaker and his latest film, *“Home from School: The Children of Carlisle,”* which aired on PBS stations and was nominated for an Emmy.

Christine Rogers-Stanton, PhD (she/her)

Christine is an Associate Professor of Education at Montana State University in Bozeman. Prior to transitioning to post-secondary education, she was a teacher and instructional coach in schools on and bordering the Wind River Indian Reservation in Wyoming. At MSU, she advocates for social studies education for social justice, participatory research methods, and recognizing/revitalizing Indigenous knowledges and ways of knowing.

Brad Hall, EdD (he/him, Blackfeet)

Dr. Brad Hall is a Blackfeet educator, researcher, historian who was raised on the Blackfeet Indian Reservation outside of Browning, Montana. He has committed most of his career to improving education systems on the Blackfeet Indian Reservation, as a teacher/principal at the Heart Butte School District and an administrator at Blackfeet Community College. His current appointment is at the University of Montana-Missoula as the Tribal Outreach Specialist. This role supports university efforts to increase access and services that provide Native students access to four-year degrees (and beyond) through pathways designed in collaboration with tribal colleges and high schools around Montana. Dr. Hall is graduate of Montana State University-Bozeman with a Bachelor’s degree in History Teaching (2009). These formative experiences teaching, led him to pursue a Master’s degree in Education (2012) and his doctoral degree in Educational Leadership (2018), both from Montana State University-Bozeman. Dr. Hall’s Outreach to other tribal communities has been vastly expanded through his presentations nationally and publications involving research, professional development for culturally-based pedagogical approaches, and leveraging cultural values to promote leadership best practices in tribal, educational settings, and among community leaders from around Indian Country. In October 2022, Dr. Hall will leave UM to be the next President of Blackfeet Community College in Browning, MT.

Beverly J. (Simpson) Braig (she/her)

Beverly J. Braig graduated 1963 from the University of Montana (known then as Montana State University) with an English degree. Beverly married Robert A. Braig and raised four children who all graduated from UM. A native Montanan, she has traveled the world and enjoyed life-long learning opportunities. Beverly has spent the last 50 years in public service including starting a state-wide organization in drug and alcohol prevention. She served on the UM Board of Trustees, United Way of Flathead County, church and school committees, PEO, Alpha Phi sorority and many fundraising campaigns. Beverly is an advocate for education and for the empowerment of women. She is still following her grandchildren in sporting events and winters in the desert southwest, where she plays golf while continuing to pursue and preserve her family’s history. Beverly is the granddaughter of Emma Sansaver, one of the 1904 world-champion girls basketball players for the Shaw Indian School.

Chelsea Morales (she/her, Aaniiih (Gros-Ventre))

Chelsea Morales has served as a health science instructor at Aaniiih Nakoda College (ANC) for the past seven years. She holds a BS in Biological Sciences and an MS in Pharmaceutical Sciences from University of Montana. Before she started working at ANC, she worked as an academic coordinator for North Central Montana (TRiO) Upward Bound, a college readiness program for low-income high school students, in the Fort Belknap Indian Community. Currently, Morales teaches several courses, including Anatomy and Physiology, Basic Human Nutrition, Medical Terminology, Ecological Health, and Bioethics. Additionally, she manages two National Science Foundation - Tribal Colleges and Universities Program (NSF-TCUP) grants at ANC, which aim to increase student engagement in STEM.

Jason Begay (he/him, Navajo)

Jason Begay, Navajo, is a journalist and associate professor at the University of Montana School of Journalism. He is a former president of the Native American Journalists Association and has worked at newspapers across the country including the Navajo Times, the New York Times and the Oregonian. Currently, he is on a sabbatical and working as the national editor for ICT (formerly Indian Country Today).

Turquoise Devereux (she/her, Salish/Blackfeet)

Turquoise Devereux is part of the Salish and Blackfeet tribes and is from the Flathead Indian Reservation in Western Montana. She is currently the Lead Consultant of *IndigenousCC* and the founder of *Indigenous Skye, LLC* where she facilitates trainings and implements programming on trauma-informed approaches to support Indigenous identity revitalization in educational and community settings at local, state and regional levels. Turquoise earned her Bachelor of Social Work at the University of Montana, her Master of Social Work at Arizona State University (ASU) with a focus in policy, administration and community practice, and is a current doctoral student in the ASU Social Work PhD Program.

Shannon Crossbear (she/her, Ojibwe)

Shannon Crossbear articulates her purpose as, to demonstrate and promote gentle healing. Shannon expresses her commitment to healing through her work in the world. Her own community and family history propelled her to develop leadership in order to address disparities that have led to poor outcomes for friends and relatives. Shannon's work has included facilitating and consulting with the National Indian Child Welfare Association, the Federation of Families for Children's Mental Health, Georgetown University, The National Child Traumatic Stress Network and the Surgeon General's Conference on Children's Mental Health. She has worked with tribal and non-tribal communities in providing technical assistance to Systems of Care and Circles of Care utilizing traditional interventions and the promotion of culturally congruent and trauma informed practices.

Ethleen Iron Cloud-Two Dogs (she/her, Oglala Lakota)

Ethleen lives in Porcupine, South Dakota on Pine Ridge Indian Reservation, and is a tribal citizen of the Oglala Lakota Nation. She has worked to improve training and technical assistance in the areas of education, juvenile justice, mental health, wellness and community strengthening.

Marsha Small (she/her, Northern Cheyenne)

Marsha Small, Tistsistas and Suhtai, Knowledge Keeper, is a doctoral student in the Individual Interdisciplinary Program at Montana State University, Bozeman, Montana. Her foci are Anthropology, Earth Sciences, Community Health Development and Native American Studies. Marsha's area of healing (research) is centered in preservation and conservation of sacred sites with geophysical instruments. Her research primarily concerns locating the stolen and kidnapped children remaining in the Indian boarding school cemeteries with ground penetrating radar and other geophysical tools.

Annie Belcourt, PhD (she/her, Blackfeet, Mandan, Hidatsa, Chippewa)

Dr. Annie Belcourt (Aímmóniisiaki/Mdbogay - Otterwoman) Chairs Native American Studies and is an American Indian Professor in the College of Health at the University of Montana's School of Public and Community Health Sciences Departments (enrolled tribal member of the Three Affiliated Tribes, Mandan, Hidatsa, Blackfeet, and Chippewa descent). She completed her clinical training and doctoral studies in clinical psychology with advanced postdoctoral science training completed at the Centers for American Indian and Alaska Native Health. She has worked clinically with diverse populations, including combat veterans, Native Americans, and low-income populations specializing in posttraumatic stress reactions and multiple psychiatric conditions. Her research and clinical priorities include mental health disparities, posttraumatic stress reactions, risk, resiliency, psychiatric disorder, and environmental public health within the cultural context of American Indian communities. She currently teaches American Indian public health courses. She was selected by the Harvard TH Chan School of Public Health to serve as a JPB Environmental Health Fellow 2014-2018. She was raised on the Blackfeet Reservation and is mother to three children. She is a mentor to Native American students, a writer, a film producer, and a proud alumna of the University of Montana (BA '96, MA '03, PhD '06) and Browning High School ('92). She was a Ford Foundation Fellow at the predoctoral and dissertation level and has been a funded researcher by the NIH since 2006. She currently serves as a faculty senator for the University of Montana and is a member of the Executive Committee of the Senate. Dr. Belcourt has conducted grant-funded collaborative research projects with Native communities at UM and during work at the University of Colorado Denver Centers for American Indian and Alaska Native Health. Publications have appeared in the *American Journal of Public Health, Psychological Bulletin, American Psychologist, Educational and Psychological Measurement, and Transcultural Psychiatry.*

Maegan Rides At The Door (she/her, Sioux/Assiniboine/Absentee Shawnee)

Maegan is an enrolled member of the Assiniboine-Sioux Tribes of the Fort Peck Reservation and a descendant of the Absentee Shawnee Tribe of Oklahoma. Dr. Maegan Rides At The Door, PhD, LCPC has served as the National Native Children's Trauma Center (NNCTC) Director since 2015. She has been central to the design and implementation of a range of training and technical assistance initiatives in tribal communities, including projects focusing on the development of trauma-responsive systems of care with tribal, private, federal, and state partners. Most notably, Maegan has worked on the implementation of cross-system youth suicide prevention programming and the expansion of the child advocacy centers capacity to meet the needs of tribal communities.