Cultivating Perspective: Examining Racism in Schools Directed Towards Native Americans

OLIVIA G. HOLTER, PHD, NCSP

@OLIVIAGHOLTER
Agenda for today

Land Acknowledgement

Background Information
- Worldview and Privilege
- An Introduction to Native American Youth in Schools

Study 1
- Microaggressions in Textbooks

Study 2
- Microaggressions and Depression

Implications for Practice
- NASP Indigenous Framework
- Tangible Goals

Questions
Land Acknowledgement

- Go to the following web address and search who’s land you currently reside on. Either;
  - Go to PollEV.com/oliviaholter598
  - or, text oliviaholter598 to 37607 to join
    enter in the name of the tribe(s)

Do you know the history and culture of the tribe? If not write one tangible goal of learning more about this specific tribe.

- We should take a moment to acknowledge the land on which Central Washington University resides. It is the historic home of the Yakama people. The federally recognized Confederated Tribes and Bands of the Yakama Nation is made up of Klickitat, Palus, Wallawalla, Wanapam, Wenatchi, Wishram, and Yakama people. The Yakama people remain committed stewards of this land, cherishing it and protecting it, as instructed by elders through generations. We are honored and grateful to be here today on their traditional lands. We give thanks to the legacy of the original people, their lives, and their descendants.
Worldview and Privilege

BACKGROUND INFORMATION
A worldview is a psychological perception of the world that determines how we think, behave, and feel (Mio et al., 2020)
Worldview

- Our Privilege Impacts Worldview
  - How we are raised/socialized impacts our worldview.
- Schools are built on principals of White Supremacy (Keisch & Scott, 2015).
  - Our worldview/privilege has a way of blinding us to this fact.
RACISM DOES NOT HAVE TO BE INTENTIONAL

• A racist need not be present for racism to be present within a system (Yosso, 2002; Holter et al., 2020).

• It is possible to be unintentionally racist

Privilege blinds people
Perspective of Privilege

- As a School Psychologists, I know and acknowledge the following:
  - I directly benefit from the privilege I experience as a White person.
  - I am capable of committing acts of prejudice.
  - Racism can be present without my knowledge.
  - I need to be vigilant of the “White Savior” complex.

IT’S A PRIVILEGE TO EDUCATE YOURSELF ABOUT RACISM INSTEAD OF EXPERIENCING IT.

-AHMED ALI
An Introduction to Native American Youth in Schools

BACKGROUND INFORMATION
Who are Native Americans?

- 6.6 million Native American Individuals living in the United States (U.S. Census, 2015).
- 574 Federally Recognized Tribes, clans, and communities (National Congress of American Indians [NCAI], 2020).
  - More when you count Tribes not currently recognized.
  - Each have their own unique culture and traditions.
- 200 unique languages (Burwell et al., 2014).
Trauma and Resiliency

• White settlers colonized the America’s resulting in mass genocide, displacement from traditional lands, and loss of culture and language (Oberg, 2010).

• Native American children were abducted from their communities and families and forced to attend boarding schools where they were stripped of their culture and frequently faced abuse (Child, 2016)

• Despite these horrendous acts, Native Americans have a rich cultural heritage and resiliency that began prior to colonization and continues today.

• Many Indigenous Tribes Have had fruitful culture and language revitalization programs
Native American Student’s Mental Health

• Suicide completion rates are 2.5 times higher in Native Youth than in non-Native Youth (Mendoza, 2014).

• 22% of female and 13% of male youth who identify as Native report attempting suicide (Center for Native American Youth, 2016).

• One in three Native youth live in Poverty (Dryden, 2016).

• Native youth are overrepresented and misidentified in special education (Collier, 2016).
Understanding Native Americans’ Experiences of Prejudice in Schools through the lens of two studies...

Holter et al., 2020

Holter et al., Under Review
Microaggressions in Texts Directed towards Native Americans

Study 1
CHARLIE RUSSEL "THE CUSTER FIGHT" 1903
Purpose

1) Explore whether there are microaggressions directed towards Native Americans in Montana history textbooks presently being used in eighth grade Montana History classrooms.

2) If there are microaggressions in textbooks, what are the themes of those microaggressions?
Survey Montana Schools to inquire about What textbooks they are using to teach Montana History
<table>
<thead>
<tr>
<th>Textbook</th>
<th>Total Number of Schools Using Text</th>
<th>Number of Schools on Reservation Using Text</th>
</tr>
</thead>
</table>
• Step 1
  Grounded Coding Technique utilizing Sue’s (2010) definitions of Microaggressions

• Step 2
  Thematic coding utilizing grounded content analysis utilizing Sanchez’s (2007) themes
  Traditional content analysis was utilized for microaggressions that did not fit Sanchez’s (2007) themes
Inclusion of Native American Researchers

- Cultural humility (Sue, 2002)
- Undergraduate research assistants
- Data audits conducted by graduate student’s who identify as Native American
## Total Microaggressions Found by Type

<table>
<thead>
<tr>
<th></th>
<th></th>
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<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Microinvalidation</strong></td>
<td>27</td>
<td>10</td>
<td>7</td>
<td>4</td>
<td>48</td>
</tr>
<tr>
<td><strong>Microinsult</strong></td>
<td>20</td>
<td>8</td>
<td>2</td>
<td>5</td>
<td>19</td>
</tr>
<tr>
<td><strong>Microassault</strong></td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>11</td>
</tr>
<tr>
<td><strong>Non-Microaggressive Statements</strong></td>
<td>1,264</td>
<td>451</td>
<td>283</td>
<td>212</td>
<td>236</td>
</tr>
</tbody>
</table>
Microinvalidations

CODING

• Classify as "Microinvalidation" if the passage nullifies the experience of Native Americans (Sue, 2010).
• Total number found = 96

EXAMPLES

• “Montana's recorded history begins with Lewis and Clark and a few men coming for furs” (Thayer & Murphy, 2007, p. 317).
• “poor sanitation, crowded living conditions, and lack of nutritious food helped spread contagious diseases” (Holmes et al., 2008, p. 215).
• “Great hopes were entertained for the Bozeman Road when first opened, but these expectations were soon destroyed by the storm of Indian hostility that made that route too dangerous” (Abbott, 1951, p. 197).
Microinsults

CODING

• Classify as a "Microinsult" if the microaggression demeans the racial identity of Native Americans (Sue, 2010).

• Total number found = 54

EXAMPLES

• “War itself was central to their lives” (Lang & Myers, 1979, p. 65).

• “When the Indian tribes were strong, the U.S. government respected their sovereignty (powers of self-government). But when they became weak, the government took more control” (p. 209).

• “One out of every 4 trappers were killed by Indians, crushed by grizzly bears, or died by accident” (Thayer & Murphy, 2007, p. 90).
Microassaults

CODING

• Classify as "Microassault" if the passage seems purposefully discriminatory (Sue, 2010).
• Total number found = 11
• All in Abbot’s (1951) text

EXAMPLES

• “In 1900 61 percent of the population ten years of age and older was illiterate, Indians naturally comprising the largest group with 55.8 per cent, foreign-born 9.4 percent and Negroes 7 percent” (Abbott, 1951, p. 260).
• “He was a freedom-loving man, unencumbered by a family though he might take an Indian squaw as a wife to keep his camp and prepare his buckskin clothing” (Abbott, 1951, p. 194).
• “Since that time, as the years have passed, a better understanding of the nature of the Indian problem has brought improved conditions for the Indians and at last they are becoming able and useful citizens” (Abbot, 1951, p. 291).
Themes of Microaggressions

SANCHEZ’S (2007) PREVIOUSLY IDENTIFIED THEMES

• Native American culture
• Native American spirituality
• Native American tribes
• Native American historical figures
• Depiction of battles
• Omission of Native Americans

NEWLY IDENTIFIED THEMES

• Depiction of violence outside of battles
• Native Americans as problematic
• Hardships faced by Native Americans
• First study to indicate the presence of microaggressions in history textbooks.

• Microaggressions in textbooks represent a form of institutional racism.

• Critical Race Theory (CRT) purports that racism is engrained within our society at a systems wide level, and the school’s curriculum can be a source of prejudice for ethnic minority children (Delgado & Stefancic, 1995).

• The results of this study highlight the disadvantages that Native American students may experience in the school system.

  It is equally important to note that the same systemic practices that put Native American children at a disadvantage often put White children at a distinct advantage (McIntosh, 1988).
LIMITATIONS

“THE TREATMENT OF ENSLAVED AFRICANS VARIED. SOME SLAVES REPORTED THAT THEIR MASTERS TREATED THEM KINDLY.”

(Finger, 2015)
Question For Reflection

How might having microaggressions in texts continue to propagate White Supremacy in schools?
The Relationship Between Microaggressions and Mental Health

STUDY 2
Systemic Racism — Microaggressions — Microaggressions in School
Depression in Native American Populations

Microaggressions and Depression

Outcomes of Microaggressions in School
Study examined whether there is a predictive relationship between the recalled experience of school-based racial microaggressions in the high school setting and symptoms of depression in young adulthood as measured by the Center for Epidemiological Studies Depression Scale (CES-D).
Methodology

Quantitative, Online Survey

Participants

Student’s aged 18-25 currently attending a University and Tribal College in the Northwest
## Participant Demographics

<table>
<thead>
<tr>
<th>Description</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>N = 47</td>
<td></td>
</tr>
<tr>
<td>Mean age</td>
<td>20.9</td>
</tr>
<tr>
<td>80.9% female</td>
<td></td>
</tr>
<tr>
<td>19.1% sexual minority</td>
<td></td>
</tr>
<tr>
<td>23.5% had more than one tribal identity</td>
<td></td>
</tr>
<tr>
<td>34% of participants identified as Multiracial</td>
<td></td>
</tr>
<tr>
<td>• Of Multiracial participants, most identified White as their other racial identity</td>
<td></td>
</tr>
<tr>
<td>70.2% of participants attended high school in Montana</td>
<td></td>
</tr>
<tr>
<td>78.7% attended high school on a federally designated Native Reservation</td>
<td></td>
</tr>
<tr>
<td>Tribal identities represented</td>
<td></td>
</tr>
<tr>
<td>-----------------------------</td>
<td></td>
</tr>
<tr>
<td>Pen d’Oreille</td>
<td></td>
</tr>
<tr>
<td>Blackfeet</td>
<td></td>
</tr>
<tr>
<td>Chippewa Cree</td>
<td></td>
</tr>
<tr>
<td>Salish</td>
<td></td>
</tr>
<tr>
<td>Little Shell</td>
<td></td>
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<tr>
<td>Cree</td>
<td></td>
</tr>
<tr>
<td>Tlingit</td>
<td></td>
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<tr>
<td>Aaniih</td>
<td></td>
</tr>
<tr>
<td>Assiniboine</td>
<td></td>
</tr>
<tr>
<td>Navajo</td>
<td></td>
</tr>
<tr>
<td>Kootenai</td>
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<tr>
<td>Yakima</td>
<td></td>
</tr>
<tr>
<td>Crow</td>
<td></td>
</tr>
<tr>
<td>Sisseton-Wahpeton Oyate Sioux</td>
<td></td>
</tr>
<tr>
<td>Rosebud Sioux</td>
<td></td>
</tr>
<tr>
<td>Nez Perce</td>
<td></td>
</tr>
<tr>
<td>Meskwaki</td>
<td></td>
</tr>
<tr>
<td>Northern Cheyenne</td>
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</tr>
<tr>
<td>Hochunk</td>
<td></td>
</tr>
<tr>
<td>Cheahlis</td>
<td></td>
</tr>
<tr>
<td>Chichimeca</td>
<td></td>
</tr>
<tr>
<td>Apache Tribe of Oklahoma</td>
<td></td>
</tr>
<tr>
<td>Saint Regis Mohawk.</td>
<td></td>
</tr>
</tbody>
</table>
Step 1: Recruitment

Step 2: Informed Consent

Step 3: Inclusion Criteria

Step 4: Demographics

Step 5: Participants complete either the CES-D PHQ-8, SB-REMA.

Step 6: Study debrief and choice to receive one of 110 $5 Amazon Gift Cards

Step 7: Participants encouraged to share the survey with other eligible participants.
Analysis

- Preliminary
  Descriptive Statistics
  Correlation
- Main Analysis
  Multiple Regression
  Controlled for statistically significant correlative factors

<table>
<thead>
<tr>
<th>Independent</th>
<th>Dependent</th>
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<tbody>
<tr>
<td>SB-REMA</td>
<td>PHQ-8</td>
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<tr>
<td>• Subscales of the SB-REMA</td>
<td>• Total Score</td>
</tr>
<tr>
<td>• AIS</td>
<td>CES-D</td>
</tr>
<tr>
<td>• SMS</td>
<td>• Total Score</td>
</tr>
<tr>
<td>• EAS</td>
<td></td>
</tr>
<tr>
<td>• Total Score of the SB-REMA</td>
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</tbody>
</table>
Results

- Statistically significant predictive relationships:
  - Total Score on SBREMA → CES-D
  - Expectations of Aggression Subscale → CES-D
  - Stereotypical Misrepresentations Subscale → CES-D
- Non-significant results for Academic Inferiority Subscale and CES-D

<table>
<thead>
<tr>
<th>Variable</th>
<th>Step 1</th>
<th>Step 2</th>
</tr>
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<tbody>
<tr>
<td></td>
<td>B</td>
<td>SE B</td>
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<tr>
<td>1. Model Examining SMS</td>
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<td></td>
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<tr>
<td>Age</td>
<td>-0.65</td>
<td>0.91</td>
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<tr>
<td>Sexual Minority Status</td>
<td>9.98</td>
<td>3.72</td>
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<tr>
<td>Education</td>
<td>-8.87</td>
<td>3.54</td>
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<tr>
<td>SMS</td>
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<tr>
<td>R²</td>
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<tr>
<td>F for Change in R²</td>
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<td>0.00</td>
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<tr>
<td>2. Model Examining AIS</td>
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<tr>
<td>Age</td>
<td>-0.65</td>
<td>0.91</td>
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<tr>
<td>Sexual Minority Status</td>
<td>9.98</td>
<td>3.72</td>
</tr>
<tr>
<td>Education</td>
<td>-8.87</td>
<td>3.54</td>
</tr>
<tr>
<td>AIS</td>
<td>0.44</td>
<td>0.24</td>
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<tr>
<td>R²</td>
<td>0.30</td>
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<tr>
<td>F for Change in R²</td>
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<td>0.00</td>
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<tr>
<td>3. Model Examining EAS</td>
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<tr>
<td>Age</td>
<td>-0.65</td>
<td>0.91</td>
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<tr>
<td>Sexual Minority Status</td>
<td>9.98</td>
<td>3.72</td>
</tr>
<tr>
<td>Education</td>
<td>-8.87</td>
<td>3.54</td>
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<tr>
<td>EAS</td>
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<tr>
<td>R²</td>
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<tr>
<td>F for Change in R²</td>
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<td>0.00</td>
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<tr>
<td>4. Model Examining TS SB-REMA</td>
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<td>Highest Level of Education</td>
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<td>TS SB-REMA</td>
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<tr>
<td>R²</td>
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</tr>
<tr>
<td>F for Change in R²</td>
<td>6.01</td>
<td>0.00</td>
</tr>
</tbody>
</table>
**Discussion**

- Continues line of research examining correlational relationship between the experience of microaggressions and the development of depression (Nadal et al., 2014).
- Exploratory study with several limitations;
- SB-REMA created for use with Black and LatinX young adults (Keels et al. 2017)
- Native youth have a number of unique experiences
  - 78.7% of participants indicate that they attended high school on a federally designated Reservation
  - **Unique historical and sociopolitical factors of Reservations (National Congress of American Indians [NCAI], 2020)**
  - **Rurality (Hughes, Gorman, Ren, Khalid, & Clayton, 2019)**
- EAS misses the unique experience of the stereotype of “Native Americans as violent”
- Tribal Police forces vs. Typical Police
  - *(Forman & Farrar, 2017).*
Question For Reflection

What implications/responsibilities do school psychologists have knowing that there is a predictive relationship between experiences of microaggressions in the high school setting and the development of depression in adulthood?
Implications for Practice
Social Justice

- Social Justice is both a strategic goal of the National Association of School Psychologists (NASP) and a part of the practice model (NASP, 2017).

- **School psychologists work to ensure the protection of the educational rights, opportunities, and well-being of all children, especially those whose voices have been muted, identities obscured, or needs ignored.**
NASP Indigenous Framework

- Sovereignty
- Language
- Intentionality
- Reciprocity
- Spiritual
- Cognitive-academic
- Social-emotional behavioral
- Physical

(NASP, 2012)
Reflection...

- Was there anything learned today that I didn’t previously know?
- Of the information I didn’t know, was there anything particularly surprising? Was there anything that was unsurprising?
- How can I take this information to provide better culturally responsive services to Native American youth in my building?
Brainstorm

- How can you take the information you’ve learned today to better the lives of the Native American youth you serve?

Either;

Go to PollEV.com/oliviaholter598

or, text oliviaholter598 to 37607 to join

type in your ideas
Questions?

OLIVIA.HOLTER@CWU.EDU
Studies covered in today’s lecture


References


