



# Cultivating Perspective: Examining Racism in Schools Directed Towards Native Americans

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# 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



- <https://native-land.ca/>

Go to the following web address and search who's land you currently reside on.

Either;

Go to **PolIEV.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 Klikitat, 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





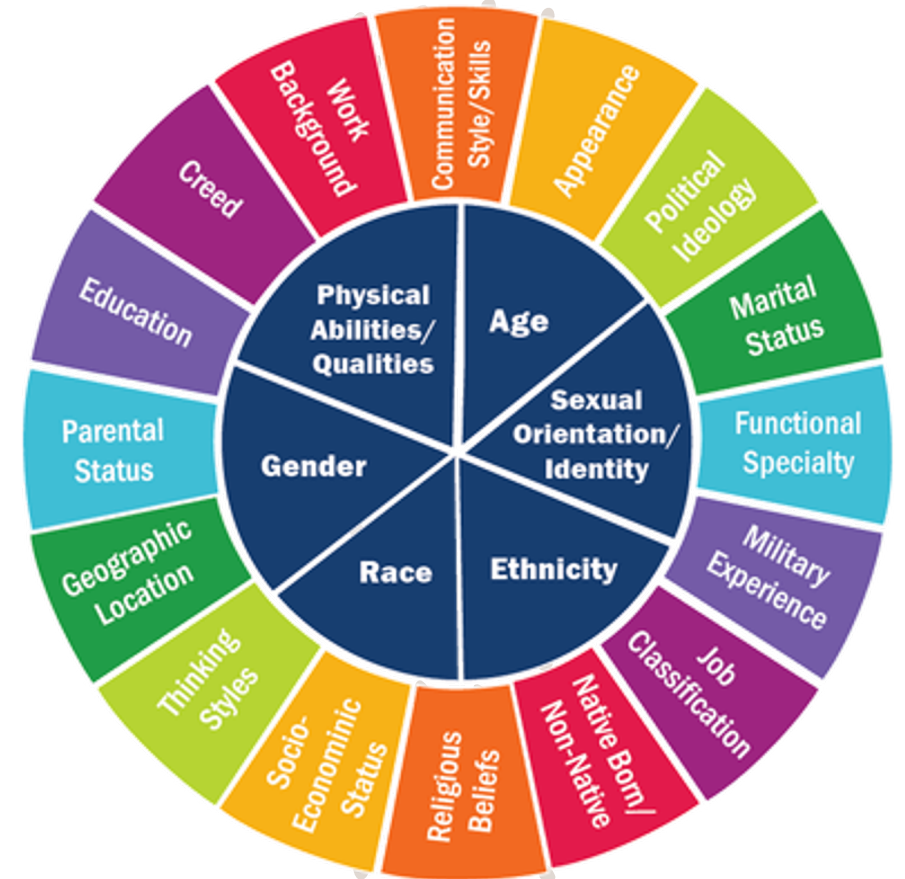
# WORLDVIEW

- 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**

# Holter, Goforth, Pyke, & Shindorf 2020

- 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?

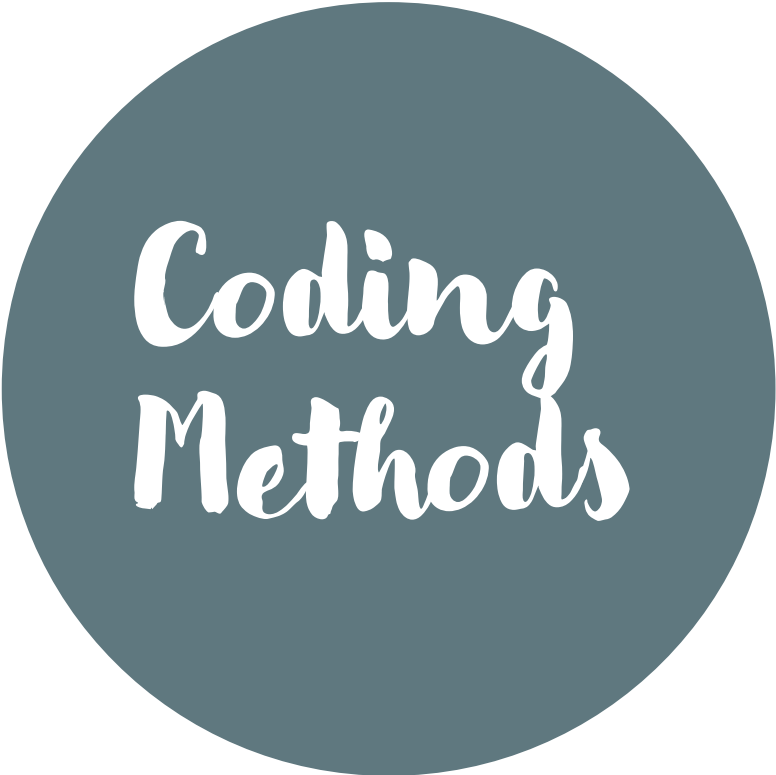


*Survey Montana Schools to  
inquire about What  
textbooks they are using to  
teach Montana History*



# Textbooks and Number of Schools Using Them, Including Schools On Reservations

Textbook	Total Number of Schools Using Text	Number of Schools on Reservation Using Text
<b>Abbott, N.C., (1951). <i>Montana in the Making</i>. The Gazette Printing Company, Billings MT.</b>	1	0
<b>Davidson, &amp; Stoff (2005). <i>The American Nation</i>. Prentice Hall School Division, Saddle Hill, NJ.</b>	1	1
<b>Holmes, K., Dailey, S., &amp; Walter, D. (2008). <i>Montana Stories of the Land</i>. Montana Historical Society Press, Helena MT.</b>	37	4
<b>Lang, W.L., &amp; Myers, R.C., (1979). <i>Montana Our Land and People</i>. Pruett Publishing Company, Boulder CO.</b>	1	1
<b>Thayer, T.N., &amp; Murphy, S., (2007). <i>Montana History, Discovering Tomorrow Through Today</i>. Montana Northwest Speaks Incorporated, Billings MT.</b>	1	0



# Coding Methods

- 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					
Book	Holmes et al. (2008)	Thayer & Murphy (2007)	Davidson & Stoff (2005)	Lang & Myers (1979)	Abbott (1951)
Microinvalidation	27	10	7	4	48
Microinsult	20	8	2	5	19
Microassault	0	0	0	0	11
Non-Microaggressive Statements	1,264	451	283	212	236

# 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

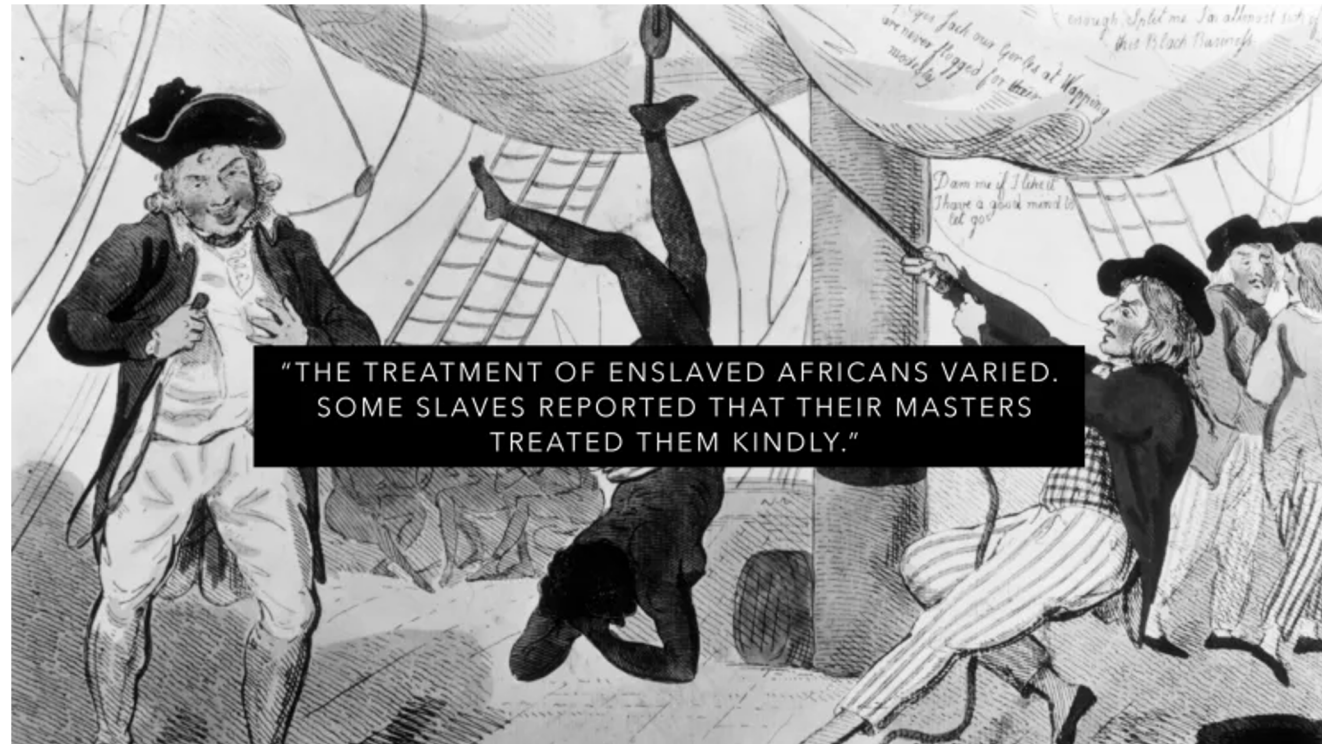


# Brief Discussion

- 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





# 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



```
graph LR; A[Systemic Racism] --> B[Microaggressions]; B --> C[Microaggressions in School];
```

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).

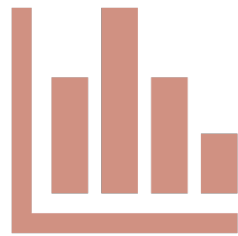


*Holter  
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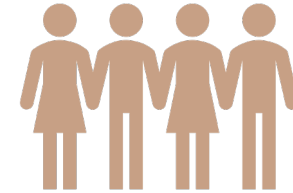


# Methodology



## Methodology

Quantitative, Online Survey



## Participants

Student's aged 18-25 currently attending  
a University and Tribal College in the  
Northwest



# Participant Demographics

N = 47

Mean age 20.9

80.9% female

19.1% sexual minority

23.5% had more than one tribal identity

34% of participants identified as Multiracial

- Of Multiracial participants, most identified White as their other racial identity

70.2% of participants attended high school in Montana

78.7% attended high school on a federally designated Native Reservation

# Tribal identities represented

Pen d'Oreille

Blackfeet

Chippewa Cree

Salish

Little Shell

Cree

Tlingit

Aaniih

Assiniboine

Navajo

Kootenai

Yakima

Crow

Sisseton-Wahpeton Oyate Sioux

Rosebud Sioux

Nez Perce

Meskwaki

Northern Cheyenne

Hochunk

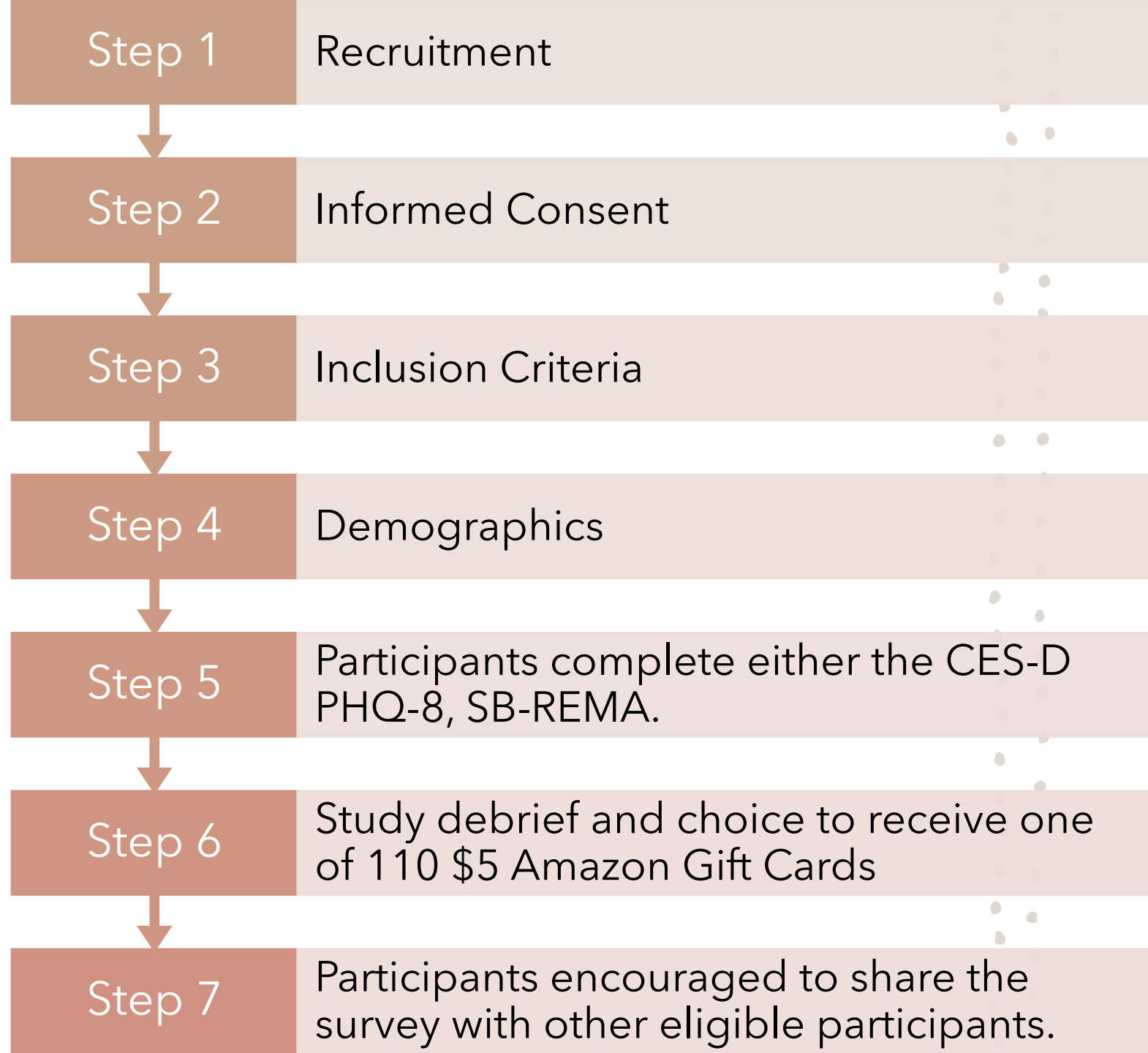
Cheahlis

Chichimeca

Apache Tribe of Oklahoma

Saint Regis Mohawk.

# Procedure



# Analysis

- Preliminary

Descriptive Statistics

Correlation

- Main Analysis

Multiple Regression

Controlled for statistically significant correlative factors

Independent

SB-REMA

- Subscales of the SB-REMA
  - AIS
  - SMS
  - EAS
- Total Score of the SB-REMA

Dependent

PHQ-8

- Total Score
- CES-D
- Total Score



# 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

Variable	Step 1				Step 2			
	B	SE B	$\beta$	p	B	SE B	$\beta$	p
<b>1. Model Examining SMS</b>								
Age	-0.65	0.91	-0.10	0.48	-0.34	0.87	-0.05	0.70
Sexual Minority Status	9.98	3.72	0.35	0.01	7.89	3.59	0.28	0.03
Education	-8.87	3.54	-0.36	0.02	-10.33	3.37	-0.42	0.00
SMS					1.05	0.41	0.33	0.01
R <sup>2</sup>		0.30				0.34		
F for Change in R <sup>2</sup>		6.01		0.00		6.63		0.01*
<b>2. Model Examining AIS</b>								
Age	-0.65	0.91	-0.10	0.48	-0.26	0.91	-0.04	0.78
Sexual Minority Status	9.98	3.72	0.35	0.01	9.03	3.66	0.32	0.02
Education	-8.87	3.54	-0.36	0.02	-9.65	3.47	-0.39	0.01
AIS					0.44	0.24	0.24	0.07
R <sup>2</sup>		0.30				0.35		
F for Change in R <sup>2</sup>		6.01		0.00		3.42		0.07
<b>3. Model Examining EAS</b>								
Age	-0.65	0.91	-0.10	0.47	-0.54	0.87	-0.10	0.54
Sexual Minority Status	9.98	3.72	0.35	0.01	10.09	3.55	0.35	0.01
Education	-8.87	3.54	-0.36	0.02	-6.08	3.59	-0.25	0.10
EAS					1.01	0.48	0.31	0.03
R <sup>2</sup>		0.30				0.38		
F for Change in R <sup>2</sup>		6.01		0.00		5.30		0.03*
<b>4. Model Examining TS SB-REMA</b>								
Age	-0.65	0.91	-0.10	0.48	-0.23	0.87	-0.04	0.80
Sexual Minority Status	9.98	3.72	0.35	0.01	8.65	3.54	0.30	0.02
Highest Level of Education	-8.87	3.54	-0.36	0.02	-9.07	3.33	-0.37	0.01
TS SB-REMA					0.33	0.13	0.32	0.02
R <sup>2</sup>		0.30				0.40		
F for Change in R <sup>2</sup>		6.01		0.00		6.44		0.02*

# 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



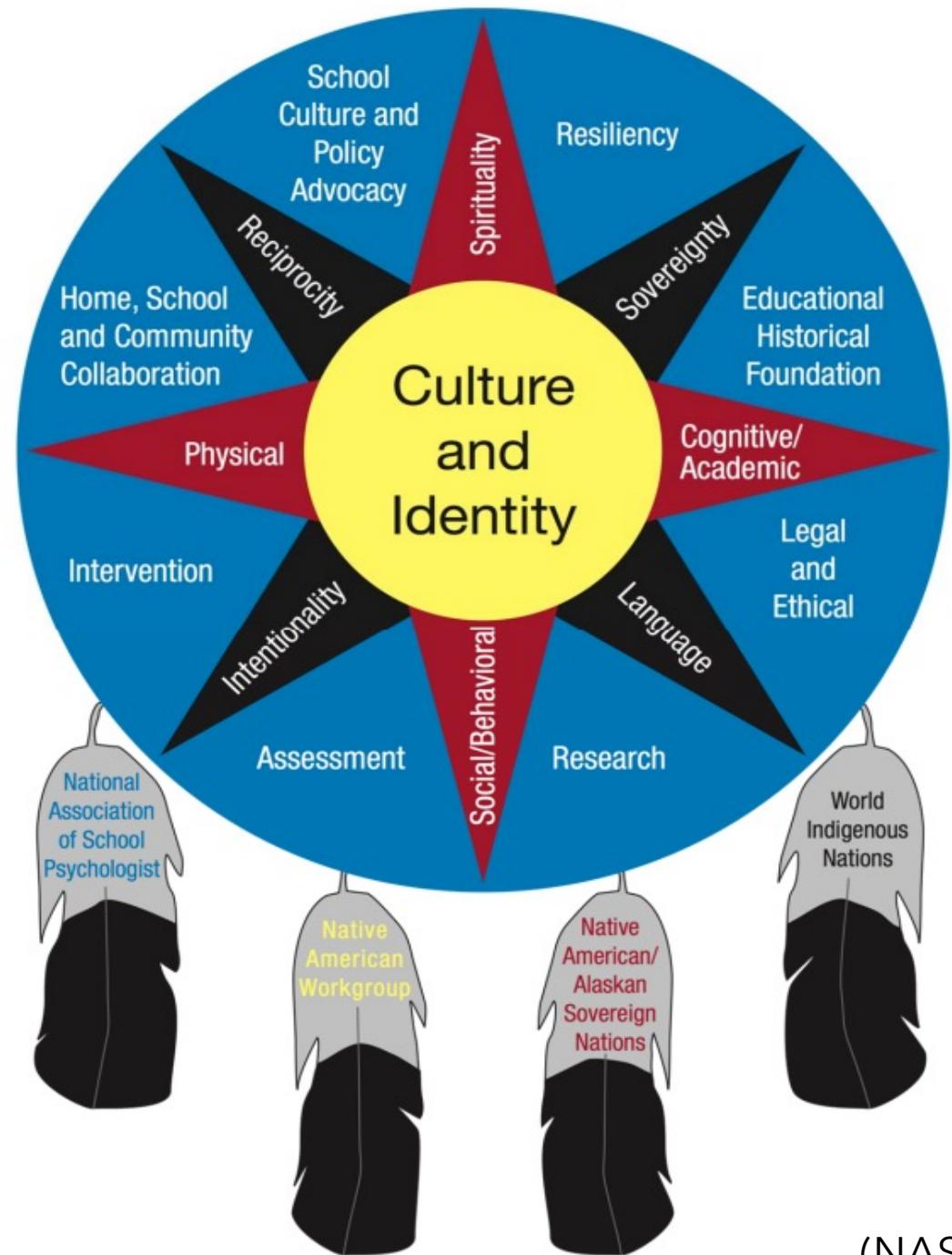
# Social Justice

- 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



# 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](https://Pollev.com/oliviaholter598)**

or, text **oliviaholter598 to 37607 to join**

type in your ideas

# Questions?

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# Studies covered in today's lecture

Holter, O.G., Goforth, A.N., Pyke, K., & Shindorf, Z.R. (2020) Cultivating Perspective: A Qualitative Inquiry Examining School History Textbooks for Microaggressions against Native Americans, *Journal of Educational and Psychological Consultation*, 30:3, 255-284, doi: 10.1080/10474412.2019.1705162

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