



Improving Resiliency of Indigenous Youth Through the Use of a Culturally Sensitive Art Program

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We partnered with:

Native Americans for Community
Action (NACA) Pathways
program

Institute for Translational
Research Education in
Adolescent Drug Abuse at
University of South Florida

Northern Arizona University





Pathways Program at Native Americans for Community Action (NACA)

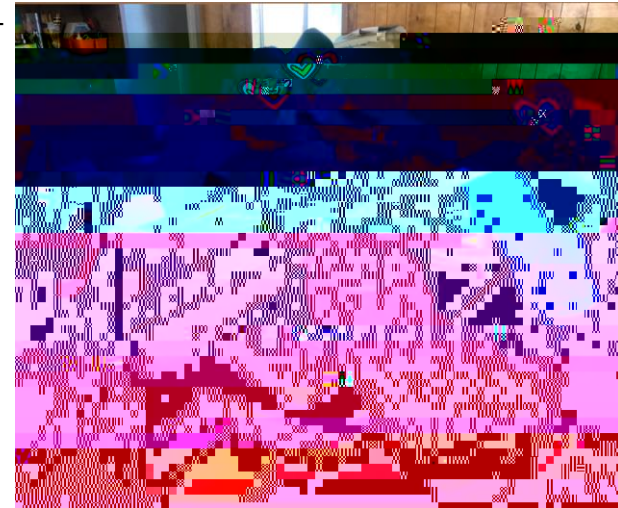
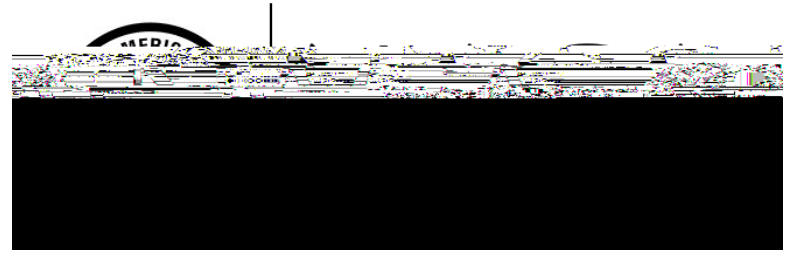
NACA Pathways Youth Program is a program tailored for at-risk Native American youth in the Flagstaff community.

Provides information and education on cultivating healthy lifestyles for youth and their families.

Culturally competent and age-appropriate

Pathways offers after-school and weekend activities that promote self-esteem, educational enrichment, physical fitness, traditional practices and cultural values.

Program is free of charge to eligible youth



Previous Cohort

The previous NAU ITRE cohort completed a needs assessment.

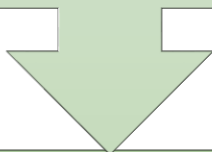
The results informed our project to address issues of stress and resiliency for students who attend Pathways after-school program.



Background

Possible Explanations for these Trends

1. Historical trauma due to the colonization and perpetual overthrow and oppression of Northern American indigenous people.



2. Failure of state-led economic programs efforts to provide resources and support

Historical Trauma

United States Indigenous populations have experienced.

- immense loss of life

- forced deculturalization

- suppression of their traditions and culture.

Transmission of trauma and a perception of discrimination over generations that have perpetuated the *trauma cycle*.

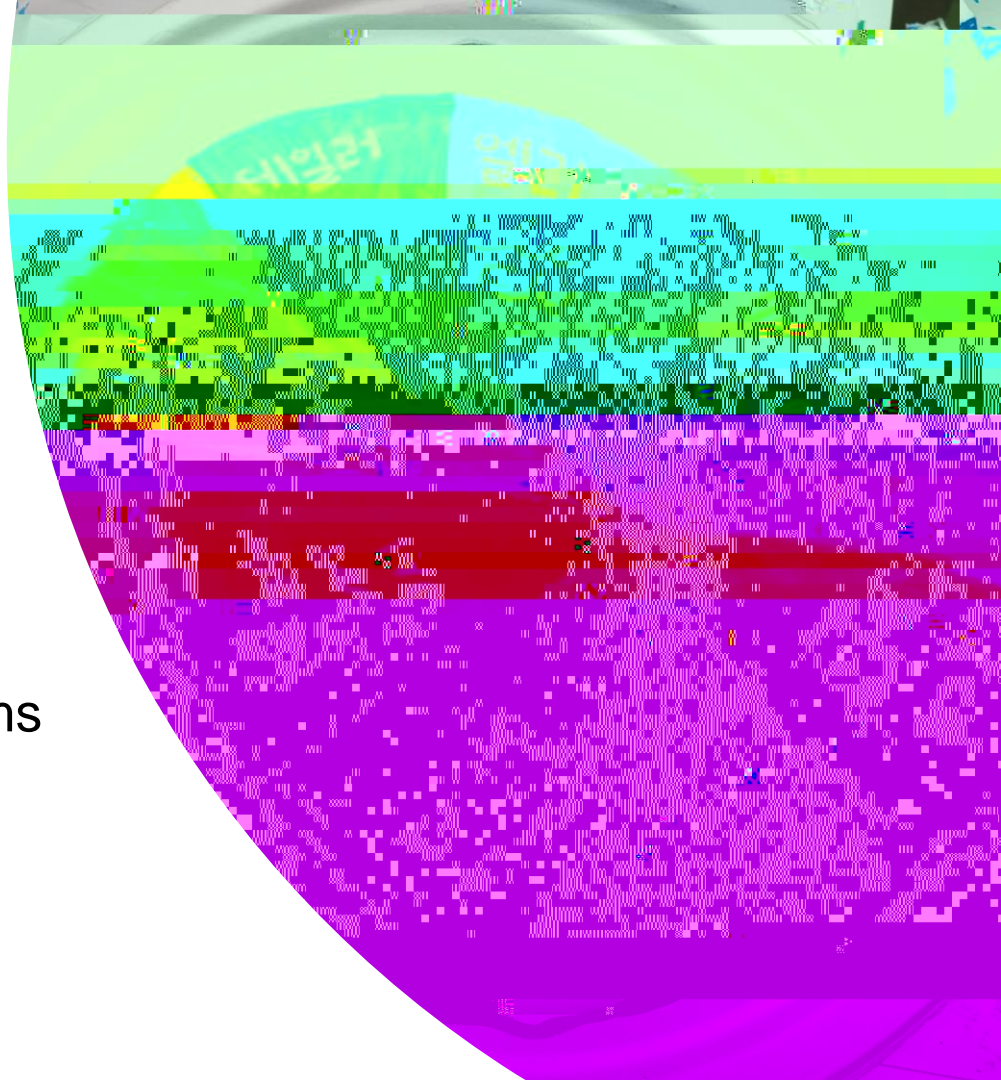
Many Indigenous people view themselves existing collectively with the energy, spirit, and history of their people.

Therefore, the trauma of their ancestors can significantly impact the present lives of their families.

Positive Assets and Strengths of Indigenous Peoples

In the past indigenous communities were very connected to the land, culture, and spirituality before colonization.

Sources of strengths and mechanisms of resilience for indigenous youth are culture, familial support, spirituality/religion, and community connectedness.



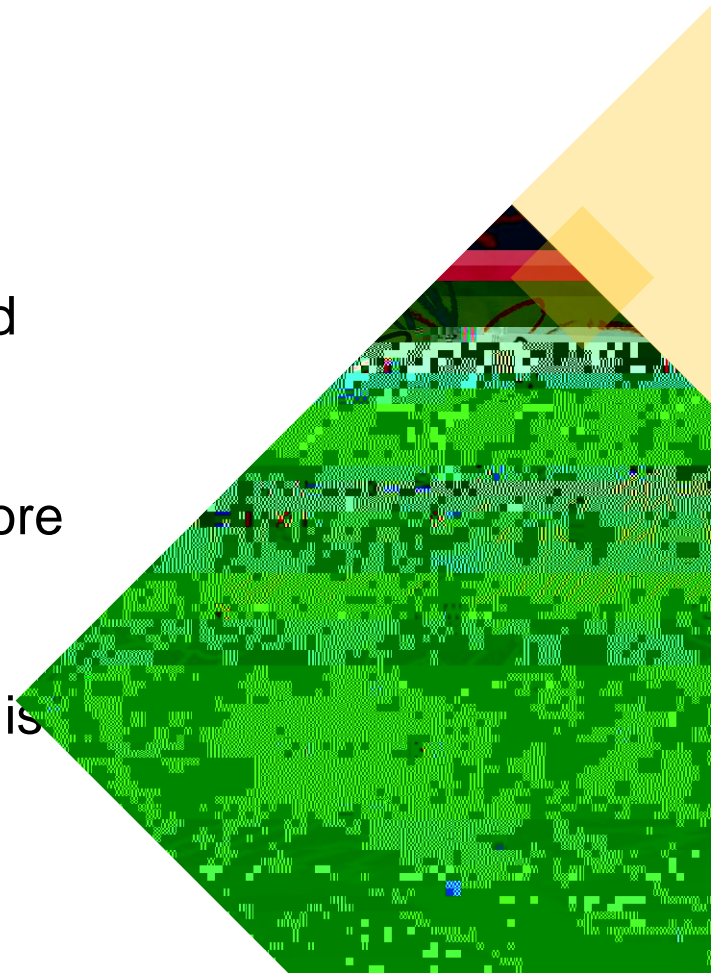
Building Resiliency

Resiliency is the ability to recover and overcome obstacles

essential protective factor for children exposed to trauma or neglect.

Adverse effects of trauma can be reversed by teaching children how to self soothe and have more adaptive coping mechanisms.

Teaching children essential skills such as self-observation, social skills, and emotion regulation is an evidence-based means of building a child's resiliency.



Wellness Afterschool Programs

After-school programs provide

Research Question 1:

What is the impact
of a culturally
sensitive art-based
afterschool program
on:

Resiliency

Perceived
Self-Efficacy

Research Question 2:

What are the experiences of the participants as they engaged in the intervention?

Participant engagement

Integrity of intervention

Observable changes in mood

Intervention

Evidenced Based Art Intervention

- Ø Start Up! Indigenous Art Therapy
- Ø 15 weeks, two-hour time block
- Ø Meditation
- Ø Bilateral Scribble/Drawing
- Ø Culturally Salient Art
- Ø Group Discussions
- Ø Art Show: Students art was displayed at a family gathering (community piece)

Participants

Table 1

Age/Gender of Participants

	Frequency	Percent
5-7	14	38.9
8-10	18	50
11-12	4	11.1
Total	36	100
Male	18	50
Female	18	47.2

- ∅ IRB Approved
- ∅ Parents & Guardian Consent
- ∅ Student Assent
- ∅ Deidentified students with animal symbols



Results

Table 2

Perceived Stress Scores by Category

	Frequency	Percent
Low Stress	3	8.1
Moderate Stress	32	86.5
High Stress	1	2.7
Total	37	100

Table 3



Results

Table 5

Paired-Samples t-Test: Perceived Stress Scale



Effect Size: Cohen's D = 0.709

Table 2

Paired Samples t-test



Mean Mood Scores

MEAN MOOD SCORES

5

4.5

Score

Pre

1 St

3.5

1

2

3

4

5

6

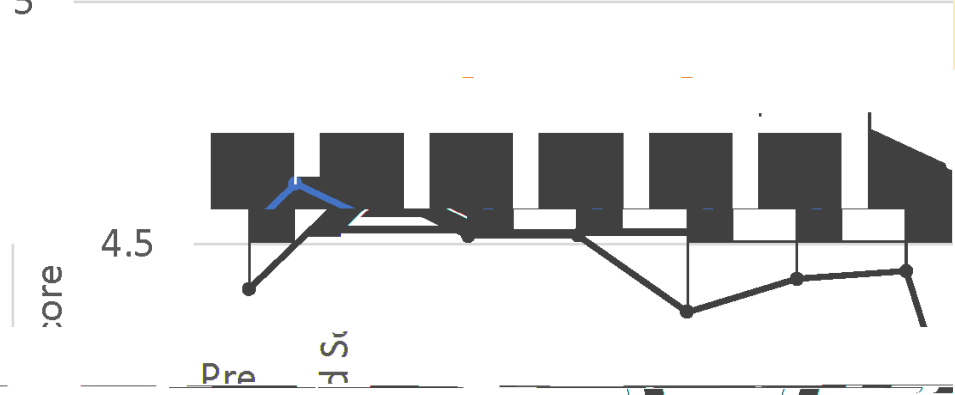
7

8

9

10

11



Strengths and Limitations

Strengths

- Research Design
- Cultural salience
- Interdisciplinary team

- Smiley-face scale
- Non-indigenous intervention instructors
- At4TmBT TETQ EMC /P <</MCID 20>BDC q0.000010729 0 720 05 reW*nB

Implications for Research and Practice

The after-

Recommendations/Future Directions

Recommendations

- Full program of curriculum

- Teach emotional literacy

- Continued funding of the Pathways program at NACA is important for this population as evidenced by our data

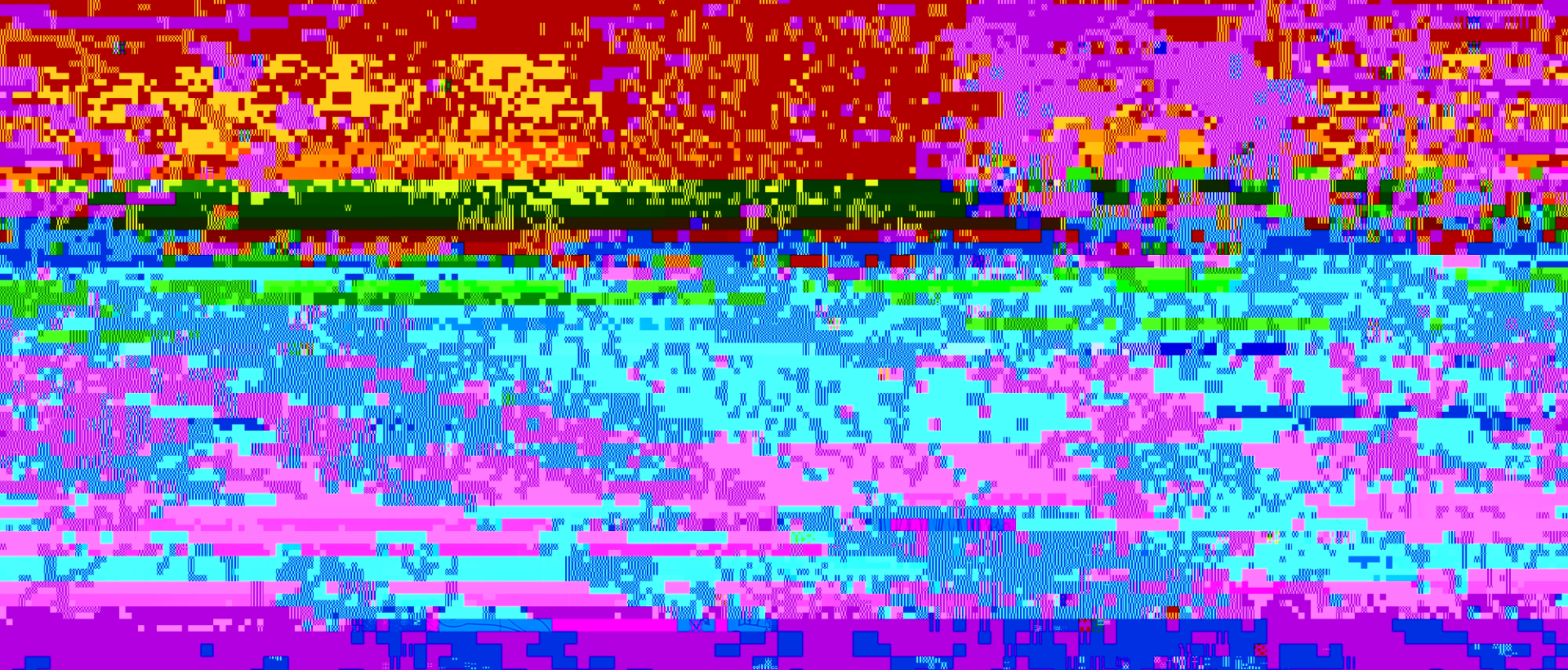
Acknowledgements

We would like to thank:

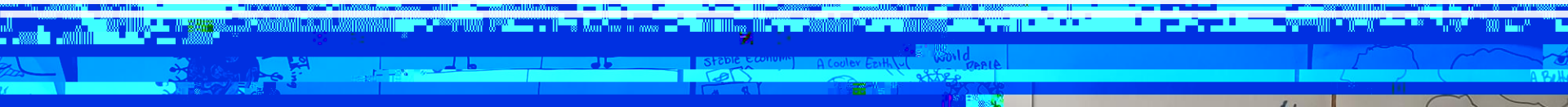
Our community partner, Native Americans for Community Action (NACA).

The Institute for Translational Research Education in Adolescent Drug Abuse at University of South Florida.

Our research partners Heather Williamson and Aaron Secakuku and the NACA volunteers who made this research project possible!



Questions?



Curriculum Reference

Start UP!: A School-Based Arts Curriculum for Native American Youth

Authors: by Carey MacCarthy, MA, ATR-LPCC, Linda Chapman, MA, ATR-BC.

Edition: 1

Published: 2017

Neurodevelopmental Art Therapy (NDAT) four stage evidence-

