



Wyoming Indian Schools

Indigenous Social Emotional Support Library

Introduction

Wyoming Indian Schools

- 600+ students Pre K-12th grade
- Wind River Reservation
- Ethete, Wyoming
- Home of the Northern Arapaho & Eastern Shoshone People



Culturally Responsive Social Emotional Support

Student supports

- Counseling
- Olweus Bullying Prevention Program
- Check & Connect

Culturally Responsive support to connect, understand & empower

- Grandparent Program
- Indigenous Social Emotional Support Library



Addressing Our Needs

Supporting Research & Student Inspiration

- Brayboy, B. M. J. & Maughan, E. (2009). Indigenous Knowledges and the Story of the Bean. *Harvard Educational Review*, 79(1), 1-21.
- Shotton, H.J., Lowe, S. C. & Waterman, S. J. (2012). *Beyond the Asterisk: Understanding Native Students in Higher Education*. Stylus Publishing
- White Eagle, A. (2021). Invisible Me: Three Northern Arapaho Early School Leavers. *Journal of American Indian Education*, V6(1-2), 29-50.
- Wyoming Department of Education. (n.d.) *Graduation Rates*.



Integration of Values and focus books

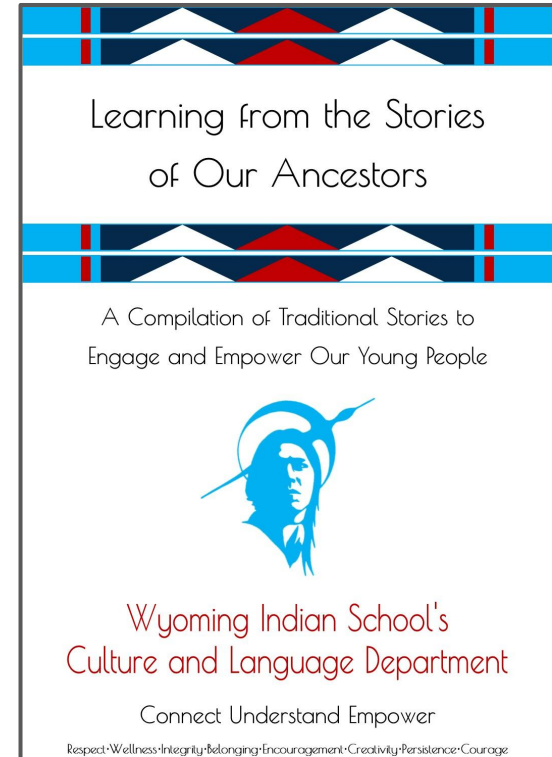
- Alignment with eight values from the WIS Strategic Plan:
 - Respect, wellness, integrity, belonging, encouragement, creativity, persistence and courage.
- Cultural Learning Opportunities
- Mentor & classroom circle discussions
- Reinforcement from Grandparents



Wyoming Indian Schools Our Values	
Bobooteenebettiit Tsamanegike	Respect Honoring opinions and diversity while treating each other with dignity.
Niixouuwubettiit Toykwantiitewait	Integrity Honesty and responsibility in all situations.
Neesih'iin Oy yoes hah need	Persistence Learning to adapt and be resilient.
Nih'eteentou Niia hiimp	Belonging Welcoming, acceptance, and openness while reflecting the culture of the community in the school.
Neeniisibe3en Kuhtah	Encouragement Taking positive action through support, confidence, kindness, and grace.
Hoowuusei Kuhtant	Courage Willingness to act in the face of adversity.
Bii'eenee3oot Hahniiip	Creativity Transforming ideas, imagination, and dreams into reality.
Nii'toot Tsa nakant	Wellness Past and present self-care of mind, body, and spirit.

Building a Cultural Connection Through Traditional Stories & Literature

- Arapaho & Shoshone Stories collected from elders in 1979 for use at Wyoming Indian Schools.
- Connection through literature and traditional stories
 - Indigenous Knowledge Systems
 - Examples and non-examples
 - Role models
 - Representation
- Identification of books through a collaborative team consisting of the Language & Culture Department, culture mentors, librarians & teachers.
- [American Indians in Children's Literature](#) Dr. Debbie Reese, Nambe Pueblo & Dr. Jean Mendoza
- Birchbark Books



Indigenous Social Emotional Support Library Goals

Goal 1: To provide the students of Wyoming Indian Schools access to culturally relevant literature and traditional stories to support SEL.

Goal 2: To encourage students to develop and use Indigenous SEL sources to enrich and build on their understanding of wellness.

Goal 3: The Indigenous SEL Library titles will be utilized by students and staff at least four times a month.



Indigenous Social Emotional Support Library Organization

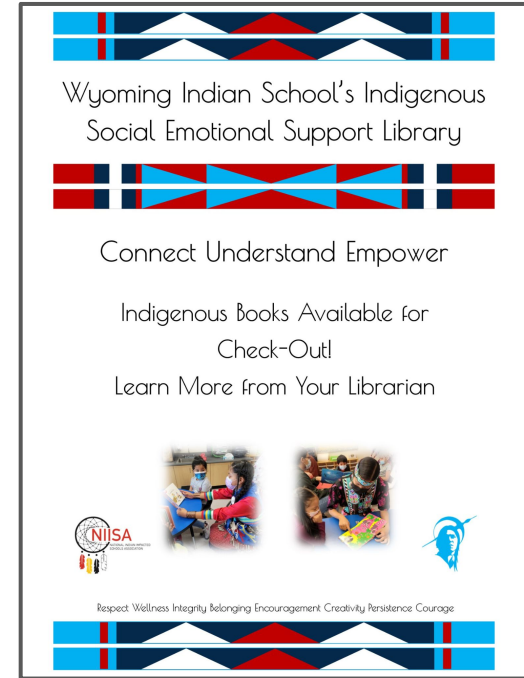
- Designed by students at Wyoming Indian Middle School in Jenn Runs Close To Lodge's Media Project's Class.
 - Arapaho tool bag design
 - Color coded
 - Informational posters & student orientation at the beginning of each semester.
- Wyoming Indian High School Media class
 - Production of stickers
- Designated area in each library



Referring students

For our staff & students

- Refer a student who may need support in any of identified areas:
 - Respect, wellness, integrity, belonging, encouragement, creativity, persistence and courage.
- Choose a focus book for your class.
- Choose a book and work with the Grandparents to read and discuss with student(s).
- Custom passes which help library staff assist students.



Monitoring and Data

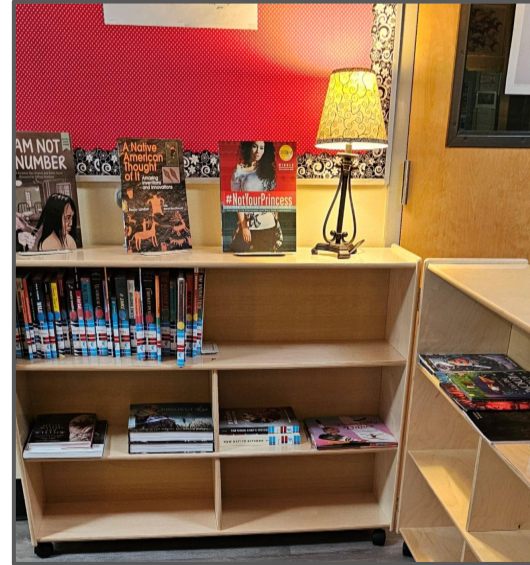
- Encourage student and staff use to support culturally responsive SEL in our buildings.
- Checkout data will be collected at the end of each semester.
- Posters to encourage usage by students and staff.
- Value posters to reinforce the values which are introduced during each Cultural Learning Opportunity.



Indigenous Social Emotional Support Library Staff Training

Presentations & support for staff

- New Staff Orientation
- Beginning of the year
- Second Semester
- Cultural In-service review



Impact upon Students and Resources

Integration of stories & books

- Lesson plans
- Book referrals
- Grandparent utilization
- Representation of Traditional Stories and Indigenous Authors
- Positive affirmations

