



# School-wide Actualized Health & Wellbeing

## Focused support for Highest Risk American Indian Students

### Why this is Needed

Focused support is achieved by identifying pertinent support services for specific risk issues and disparities other than academic. Guttmannova et al. (2017) points out that Native American youth face disproportionate obstacles to healthy development, including poverty, institutional racism, discrimination, a high prevalence of chronic health conditions, and disparities in health access and delivery. All are factors why an essential need is necessary. Understanding how to connect youth to community resources is an important process to help support at-risk students who are struggling, both personally and academically.

### Strategies for Using American Indian Student Achievement Gap Funding to Improve Outcomes

- Designing Individual Development Plans (IDP), which will help identify (1) a specific problem, (2) a goal for targeting the problem, and (3) methods for addressing the problem and goal.
- Identifying students who are at risk and impacted to graduate using the early warning system (EWS) to evaluate and monitor status. Implementing student support staff or mentors to provide direct or indirect support as needed to encourage youth to think about what is impacting their academic process. AISA and partner schools have developed a boost model conformed to individual schools and their students.
- Considering the Health & Wellbeing of each student, community resource mapping can be a vital process to help initiate any steps towards seeking help or addressing any health or wellbeing issues, especially through resources like school-based healthcare. This is achieved by looking at services to address substance use, medical, nutrition, dental and mental health, all found in school-based models (*i.e., mental health or Substance use counseling, diabetes screenings, annual physicals, etc.*)
- Develop Multi-tiered systems of support that include Indigenous cultural strategies that focus Tier 2 & 3 Supports. This system includes building strong foundational Tier 1 support for all students that include social and emotional supports. In developing these tiered approaches, districts can identify and focus on the needs of the highest risk students in regard to mental health and academic support.

### Resources

The following organizations are available for training, professional development, and funding opportunities to increase access to enhance professional development needs.



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- [Montana Primary Care Association](#)
- [National Association of Alcoholism and Drug Abuse Counselors \(NAADAC\)](#)
- [Quantum Units Education](#)
- [Montana Healthcare Foundation](#)
- [Youth Dynamics](#)
- [Substance Abuse and Mental Health Services Administration](#)
- [Health Resources & Services Administration \(School-based Health Centers\)](#)

### Examples of Professional Development for Staff (PD/PIR)

- MTSS training/Interventions Tier 1, 2, 3
- Self-care
- Assessments-Diagnostic, Targeted Support
- Intervention trainings
- Student referral systems (mental health)
- Trauma informed trainings
- Restorative practices training
- Early warning system training

### References

Guttmanova, K., Wheeler, M. J., Hill, K. G., Evans-Campbell, T. A., Hartigan, L. A., Jones, T. M., Hawkins, J. D., & Catalano, R. F. [“Assessment of Risk and Protection in Native American Youth: Steps toward Conducting Culturally Relevant, Sustainable Prevention in Indian Country.”](#) *Journal of Community Psychology*, 45(3), 346–362. 2017.