



**TRIBAL YOUTH
RESOURCE CENTER**

www.TribalYouth.org

DECOLONIZING SPECIAL EDUCATION IN NATIVE COMMUNITIES TO KEEP STUDENTS WITH LEARNING DIFFERENCES AWAY FROM THE JUVENILE JUSTICE SYSTEM

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▶ OPENING IN A GOOD WAY



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STORY OF THE HONU



▶ LEARNING OBJECTIVES

Gain an understanding of how current Special Education practices lead to an overrepresentation of Native youth in the juvenile justice system

Gain an understanding on how culturally sustaining/revitalizing pedagogy in Special Education can keep our youth out of the juvenile justice system

▶ CURRENT SPECIAL EDUCATION STATISTICS FOR INDIGENOUS STUDENTS

AI/AN were more likely to be identified with a specific learning disability.

AI/AN with a disability are more likely to drop out than all students with disabilities.

Youth in the justice system who are identified as having a learning disability are disproportionately Native American.



VIDEO

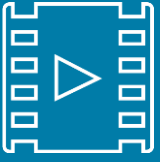


▶ WHY IS THIS HAPPENING?



▶ SPECIAL EDUCATION ISSUES THAT IMPACT INDIGENOUS STUDENTS

- Recruitment of Indigenous Special Educators
- Parent Rights and Responsibilities
- Culturally Appropriate Assessments and IEPs
- Education in the Least Restrictive Environment



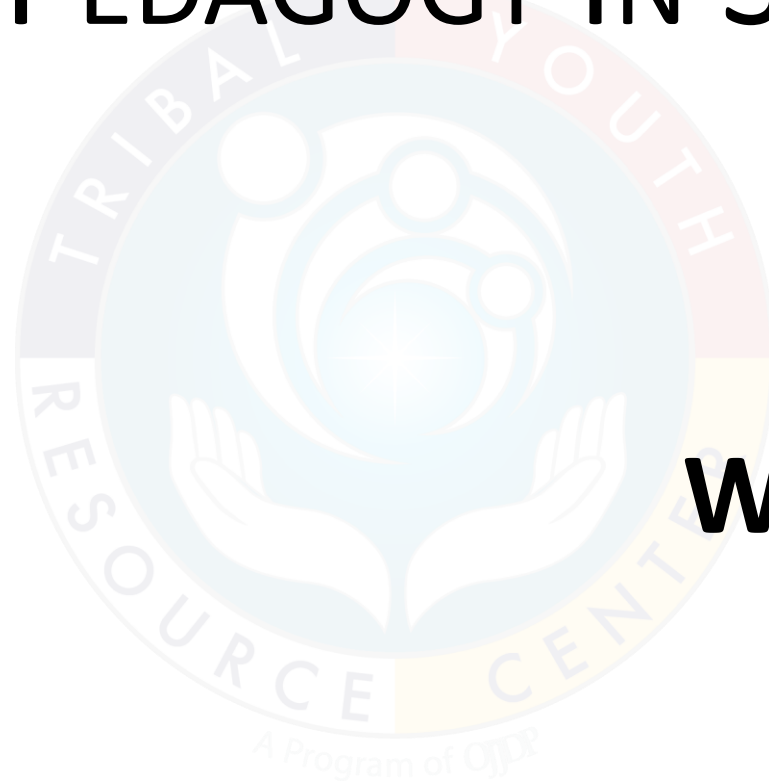
VIDEO



▶ INDIGENOUS WORLD VIEW
AND DISABILITIES IN SCHOOL



▶ CULTURALLY SUSTAINING AND REVITALIZING PEDAGOGY IN SPECIAL EDUCATION

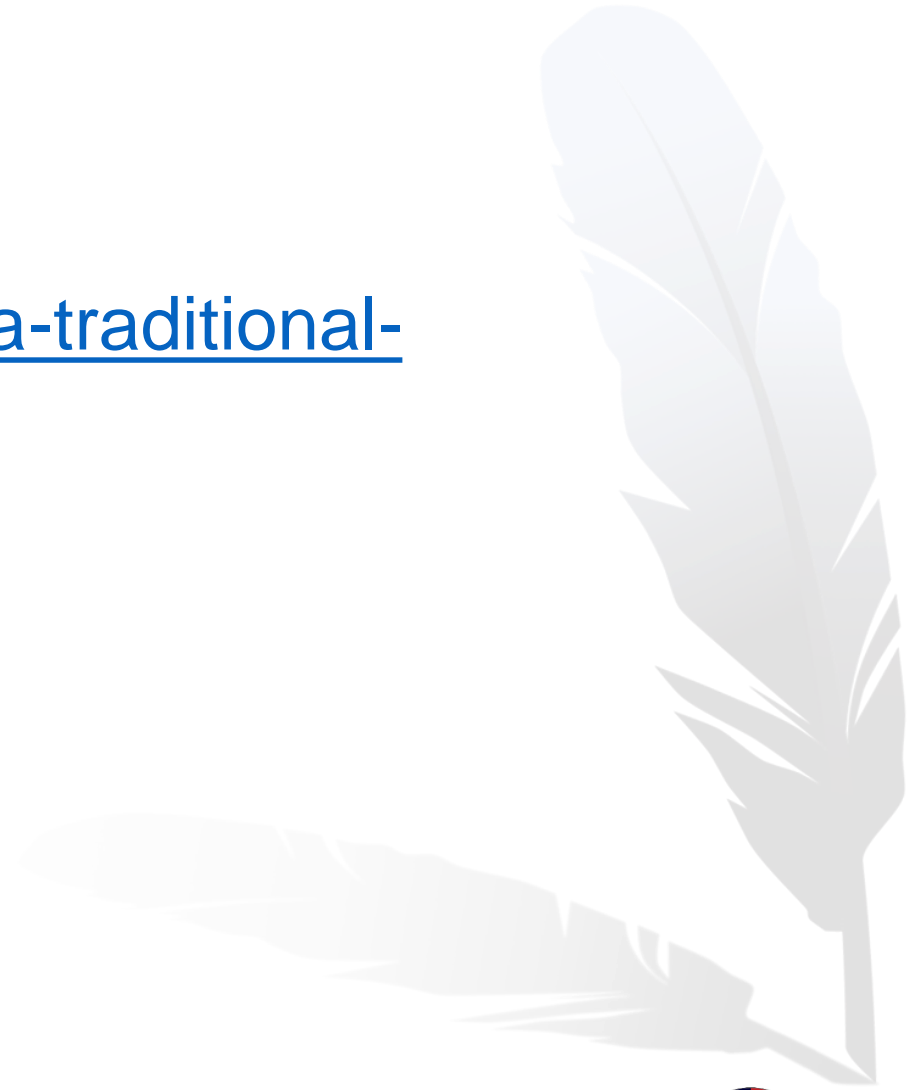


What is it?



▶ EXAMPLE

<https://sesa.org/resources/educational/alaska-traditional-transition-skills/>



▶ WHO IS YOUR HONU: BREAKOUT ROOMS

- Lets share short stories in the chat on how bringing our in knowledge ways in your school has helped students who have struggled with the western model.
- Share an example in the chat of a student who was put in the right environment and thrived.
- Share an example of student who you know needs help getting to the right environment.

CLOSING



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