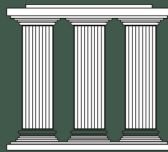



INDIGENOUS LEADERS IN
PSYCHOLOGY & SCHOOL
PSYCHOLOGY





Please note that throughout the document, the terms “American Indian,” “Indigenous,” “Indian,” and “Native American” are used. The different use of terms reflects the prevalent language during different time periods and the terms used in original source materials that were used to write the biographies of leaders in psychology. It is important to note that individuals have different preferences for terminology regarding their personal identities, including “Indigenous” as the preferred term for many contemporary leaders because it doesn’t center American like “Native American” or “American Indian.”

Please cite as: Trainers of School Psychologists. (2021). (Cooper, J. M., Writing Committee Chair). *Early & Contemporary Indigenous Leaders in Psychology and School Psychology. Honoring Diverse Leaders in School Psychology Project*. We would also like to express our gratitude to our advisory panel, Drs. Lisa Aguilar and Anisa Goforth, and project assistant, Rebeka Dinnall-Fuentes.

➤ INDIGENOUS LEADERS IN PSYCHOLOGY

Carolyn Lewis Attneave, Ph.D.



Recognized as one of the greatest scholars in the field of psychology, Dr. Carolyn Lewis Attneave is also regarded as one of the most well known American Indian psychologists. Dr. Attneave is a descendant of the Delaware Indian tribe and attributes her career choice to her deep sense of American Indian culture. In 1952, she earned a PhD from Stanford University and was the first American Indian to earn a doctorate in psychology, from the University in 1952. It was there where her interest in working with children in the context of family and community developed. Dr. Attneave began working as the coordinator of community guidance services for the Oklahoma State Department of Health.

There, she provided mental health services to seven American Indian tribes and was dedicated to providing mental health services to American Indians. Shortly after, she relocated to Boston, where she founded one of the largest Indian centers in North America, the Boston Indian Council. Dr. Attneave is also known for starting the Network of Indian Psychologists, a newsletter to exchange information about services available to Indian communities. Her work has led her to the Department of Behavioral Sciences at the Harvard School of Public Health. There, she produced a nine-volume document on the mental health needs, service networks, and utilization patterns for the Indian Health Service.

Annjeanette Belcourt-Dittloff, Ph.D.



Dr. Annjeanette Belcourt-Dittloff is an American Indian enrolled as a tribal member of the Three Affiliated Tribes: affiliation Blackfeet, Chippewa, Mandan & Hidatsa. Dr. Belcourt-Dittloff is a clinical psychologist and Assistant Professor of Pharmacy Practice/Community and Public Health Sciences at the University of Montana's College of Health Professions and Biomedical Sciences. In addition to her position as a professor and clinical psychologist, she serves as the Director of the Health Disparities Research Initiatives at the same institution. Her research interests are focused on resiliency, public health interventions, risk, trauma, mental health disparities, environmental health, and public health

interventions within the cultural context of American Indian communities. Dr. Belcourt-Dittloff has conducted grant-funded research projects with several organizations, including the National Institute of Mental Health, the Robert Wood Johnson Foundation, the Montana Mental Health Settlement Trust Fund, and the Ford Foundation Fellowship Program. She has also served as a collaborator for the Native American Center of Excellence and a bilingual instructional assistant for American Indian students in the Missoula Public School District. Dr. Belcourt-Dittloff has also been a member of the APA since 1996 and a member of the Society of Indian Psychologists since 2004. In 2002 and 2005, she received the APA's Mental Health Research Fellowship.

Dolores Subia BigFoot, Ph.D.

Dr. Dolores Subia BigFoot, an enrolled member of the Caddo Tribe with affiliation to the Northern Cheyenne Tribe of Montana, is a child psychologist and an Associate Professor at Oklahoma. There, she directs the Native American Programs at the Center on Child Abuse and Neglect. In addition to leading the Native American Programs, Dr. BigFoot has also directed Project Making Medicine and the Indian Country Child Trauma Center. At the Indian Country Child Trauma Center, BigFoot played a vital role in the cultural adaptations of evidence-based child treatments. Under her guidance, Dr. BigFoot enhanced four evidence-based treatments for American Indian and Alaska Native (AI/AN) families in Indian Country.

With over 15 published articles and chapters, BigFoot has more than 30 years of experience and is knowledgeable about implementing and adapting evidence-based practices being introduced into Indian Country. Dr. BigFoot is also recognized for her service on the Substance Abuse and Mental Health Services Administration/Center for Mental Health Services National Advisory Council, National Network to Eliminate Health Disparities, and on the working groups for the Indian Health Service and the National Indian Child Welfare Association.



Stephanie Fryberg, Ph.D.

Dr. Stephanie Fryberg, a proud member of the Tulalip Tribes, holds the position of Associate Professor for American Indian Studies and Psychology at the University of Michigan. Her research focuses on how race, culture, and class social representations influence self-development, psychological well-being, and educational attainment. Dr. Fryberg obtained her Masters's and Ph.D. in Social Psychology from Stanford University and was inducted into the institution's Multicultural Hall of Fame in 2011. She also served as the Director of Cultural Competency, Learning Improvement, and Tulalip Community Development for the Marysville School District in Washington.



That same year she testified before the U.S Senate Committee on Indian Affairs on the topic of "Stolen Identities: The impact of racist stereotypes on Indigenous people." Throughout her career, Dr. Fryberg has been committed to how social representation of race, culture and social class influences the self's development, psychological well-being, and educational attainment.



Joseph P. Gone, Ph.D.



Dr. Joseph P. Gone, a citizen of Montana's Gros Ventre tribal nation, is an Associate Professor of psychology and Native American studies at the University of Michigan - Ann Arbor. In 1992, Dr. Gone obtained his undergraduate degree from Harvard College and received his doctorate in Clinical-Community Psychology from the University of Illinois at Urbana-Champaign in 2000. His current focus centers on examining the cultural influences on mental health status and the intersection of evidence-based practice and cultural competence in mental health services. Through collaborative research partnerships in reservation and urban American Indian communities, Dr. Gone has investigated these issues.

He has published more than 40 articles and chapters that explore the cultural psychology of self, identity, personhood, and social relations in indigenous community settings. In addition to his research, Dr. Gone has delivered more than 70 invited presentations, has served on the editorial boards of six scientific journals, including *Psychological Clinical Science*, the *American Journal of Community Psychology*, and *Cultural Diversity & Ethnic Minority Psychology*. He has been recognized for his contributions with two early career awards for emerging leadership in ethnic minority psychology and was the 2013 recipient of the Stanley Sue Award for Distinguished Contributions to Diversity in clinical psychology from Div. 12 (Society of Clinical Psychology) of the American Psychological Association.

Teresa LaFramboise, Ph.D.



Dr. Teresa LaFramboise is a professor of Developmental and Psychological Science in the Graduate School of Education at Stanford University. She has long-standing collaborations with tribal communities in the area of American Indian/Alaska Native (AIAN) education and health. Dr. LaFramboise received her doctorate in Counseling Psychology from the University of Oklahoma. Dr. LaFramboise's research centers on helping ethnic minority students survive acculturation pressure, cultural adjustment, discrimination, major life transitions, and other typical but often neglected stresses in children and adolescents. She has an array of clinical and teaching experience in many universities and reservation settings.

She is recognized as being well-equipped to guide new professionals in school and community-based counseling interventions. In addition to holding the position of counseling psychologist and professor, she is the developer of the American Indian Life Skills Development Curriculum of problem-based lessons to increase social-emotional competence and reduce the risk of suicide among American Indian adolescents. This method has been proven successful with high school students and is being extended to younger students. Her current research focuses on the impact of enculturation and acculturation stress on American Indian/Alaska Native adolescent mental health and well-being.

Marigold Linton, Ph.D.

Dr. Marigold Linton is Cahuilla-Cupeño of the Morongo Band of Mission Indians. She is best known for being the first in her tribe to leave the reservation to attend college. Dr. Linton received her Bachelor of Arts in Experimental Psychology from the University of California, Riverside. There, she also became the first American Indian to earn a doctorate in Psychology. She began her career by teaching at San Diego State University but later left the university and became an administrator at Arizona State University. There, she became the Director of American Indian programs and served Arizona tribes through the Rural Systemic Initiative.



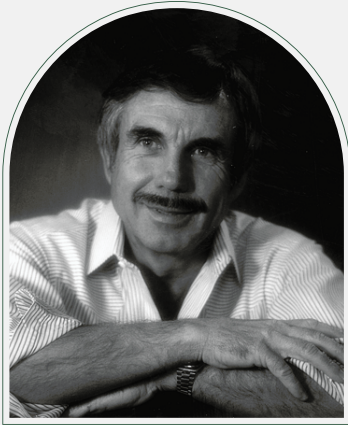
Soon after, she moved to the University of Kansas, where she served as the Director of American Indian outreach and developed a consortium between the University of Kansas and Haskell Indian Nations University in Lawrence. The consortium supported biomedical research opportunities for American Indian students and faculty and has obtained more than \$13 million in support from the National Institutes of Health (NIH) to support programs that enable many American Indians to earn advanced degrees in the sciences. Dr. Linton is also the founding member of the Society for Advancement of Chicanos and Native Americans in Science (SACNAS) and the National Indian Education Association. Dr. Linton is best known for advocating for American Indians in the advancement of degrees in the sciences.

Arthur McDonald, Ph.D.

Dr. Arthur McDonald is best known for becoming the first American Indian man to earn a doctorate in psychology. He obtained his doctorate from the University of South Dakota in 1966 and subsequently taught at Montana State University. While teaching, McDonald familiarized himself with the varying needs of American Indians within academic institutions and the community. He attributed the need to a lack of American Indian inclusion in psychology and left Montana State University and began the position of Director of Education at the Northern Cheyenne Reservation. He later went out to found Dull Knife Memorial College.



There, he recruited 17 Indian psychology graduate students who taught classes and counseled students. Despite these efforts, McDonald felt there was still much more he could do to help advance and move towards the inclusion of American Indians. He was recognized as a trailblazer for taking the funding agenda to Congress and establishing the INPSYCH program. McDonald was awarded the Presidential Citation from the APA for his contributions to psychology and his work with underserved populations throughout the nation and American Indians and Alaskan Natives.



Logan Wright, Ph.D.

Dr. Logan Wright is recognized as the first American Indian to serve as president of APA, 93 years after the Association's founding (Gray, 2012). He is also known as the father of pediatric psychology. He earned his Master's in Clinical psychology from George Peabody College in 1962 and later obtained his doctorate in Clinical Psychology from Vanderbilt University in 1964.

Throughout his career, Wright was an advocate for the use of behavioral interventions in pediatric care and specific guidelines for the administration of treatment to pediatric populations. In addition to serving as president of the APA, he also served as one of the founders of the American Psychological Society, the American Association for Applied and Preventive Psychology, and the North American Association of Masters in Psychology. He was further recognized through multiple awards, including the Distinguished Psychologist Citation from the Oklahoma Psychological Association, the Outstanding Alumni Achievement Award from the Oklahoma Baptist University, and the Distinguished Service Award from the Society of Pediatric Psychology.





INDIGENOUS LEADERS IN SCHOOL PSYCHOLOGY

Lisa N. Aguilar, Ph.D.

Dr. Lisa N. Aguilar is an Assistant Professor at Indiana University, a predominantly white institution. Her work centers Indigenous youth, families, and communities in schools. She uses the concepts of Indigenization and decolonization to reconceptualize how school systems should work for Indigenous Peoples. Dr. Aguilar has published in practitioner and research journals, presented at local and national conferences, and contributed several chapters to school psychology texts. Dr. Aguilar is a member of the Indigenous American Subcommittee for the National Association School Psychologists, an editorial board member for *School Psychology Review*, and a Nationally Certified School Psychologist. Dr. Aguilar currently resides on myaamiaki, Lenape, Bodwewadmik, and saawanwa land.



The beaded and bone necklace was gifted to Lisa by Ya Ne Dah Ah School for her services.

Dr. Aguilar identifies as an Indigenous scholar and daughter of a Mexican "immigrant". Specifically, she is a Lakota, Mandan, Hidatsa, Arikara, and Chicana cisgender woman. She is in relationship with the Mandan, Hidatsa, and Arikara (MHA) Nation as an enrolled member and granddaughter of Tom and Jonelle Abe, niece of Sierra and Cory Spotted Bear, Marita Abe, Damon Abe, and Maggie Cooke. She is the daughter of Terri Provancial and Lalo Aguilar and sister to Forrest Abe and Cameron Aguilar. This is the community that holds and nurtures her. In reciprocity, she listens to her elders, seeks their advice, tells them about her research ideas, hears their stories, sits with their wisdom, appreciates and cares for the land, learns the Lakota and Mandan languages, remembers the traditional teachings, understands the history of her people and how they came to be Three Affiliated Tribes (TAT), engages in traditional ceremonies, and shares humor and laughs with her community. She has also engaged in strengths-based research with her community (i.e., the impact of culturally responsive curriculum on cultural identity) as a way to change the narrative about her people. She is currently writing a grant that would support MHA middle and high school students develop critical consciousness skills, examine data and how it is used against Indigenous Peoples, and become Indigenous data storytellers through youth participatory action research methodology.

She has also had the privilege of being in relationship with Nay'dini'aa Na' Kayax (Chickaloon Native Village) in Alaska which is home to the Ahtna Athabaskan Tribe. She served the Ya Ne Dah Ah School as a school psychology intern and school psychologist. Dr. Aguilar provided behavioral health, counseling, and consultation services to help support children and adolescents. She is thankful and humbled to have been allowed to hear their beautiful language lessons and learn about their cultural practices. Ya Ne Dah Ah is a special school that welcomes all learners to benefit from traditional ways of being and knowing. She especially cherishes the relationships she formed with Lisa Wade, Beverly Cloud, and Ayla Agnew and carries these wherever she goes.

Learn more about Dr. Aguilar [here](#).



Elvina J. Charley, Ed.S., M.A.



Diné (Navajo) bi-lingual school psychologist Elvina Charley, Ed.S., M.A. is a practitioner at Kayenta Unified School District and has served her Indigenous community for fifteen years. She served on the Multicultural Affairs Committee (MAC) as the Co-Chair of the Indigenous American Subcommittee (IAS) of the National Association of School Psychologists (NASP) for ten years.

Under Charley's leadership the IAS has developed the Indigenous Conceptual Framework Guiding School Psychology Practice With Indigenous Youth, Families, and Communities. The framework is developed for practitioners and trainers to guide practice that validates the culture and identity of Indigenous youth and families in schools. She also led IAS in developing the first culturally relevant brochures for the recruitment of Indigenous School Psychologist into the field. Charley has been practicing mindfulness since 2013 as a way to heal from historical trauma and found parallels between her Diné philosophy of life. Charley incorporates culturally relevant mindfulness in her service delivery to help students and colleagues cultivate coping strategies.

Selected Publications:

- o Robinson-Zañartu, C., Dauphinais, P., **Charley, E.**, Melroe, O., Baas, S., Neztosie, N., Wamnuga-Win, K., & Churchill, E. (2021, March/April). Sovereignty and Identity: Critical issues in the support of Indigenous youth, families, and communities. *NASP Communiqué*, 49, pp. 1, 30-31.
- o Dauphinais, P., Robinson-Zañartu, C., **Charley, E.**, Melroe, O., & Baas, S. (2018, Oct). Using the Indigenous Conceptual Framework in Assessment: A Native American Perspective–Part II. *NASP Communiqué*, 48, 27-29.
- o Dauphinais, P., Robinson-Zañartu, C., **Charley, E.**, Melroe, O., & Baas, S. (2018, Sept.). Using the Indigenous Conceptual Framework in Assessment: A Native American Perspective–Part I. *NASP Communiqué*, 47, 1, 24-25.

Selected Digital Media Productions:

- o **Charley, E** (2019). Podcast: Indigenous School Psychology and the Beauty Way. *Leading Equity Series* by Sheldon L. Eakins. Episode #23. <https://www.leadingequitycenter.com/23>
- o Robinson-Zañartu, C., **Charley, E.**, Neztosie, N., Haswood, T., & Galster, B. (2018). Podcast: Centering Indigenous and Oppressed Voices in School Psychology Teaching and Practice. *NASP SP4SJ Series*. Nasponline.org National Association of School Psychologists.



Tiffany Haswood

Tiffany Haswood is a visiting Dine' School Psychologist for San Diego Unified School District. She graduated from San Diego State University's nationally approved and nationally recognized School Psychology program with her Ed.S and NCSP Credential, as well as having served as a Scholar and Co-Facilitator on the Native American & Indigenous Scholars Collaboration Project. Additionally, she was a part of the NASP Indigenous American Subcommittee of the Multicultural Affairs Committee (MAC).



Bryanna Kinlicheene, M.S.

*Master of Science in Counseling, Specializing in School Psychology
Ed.S. School Psychology expected May 2023*

Bryanna Kinlicheene yinishyé. Tábaahá nishłj, Tsénjkiní bashishchiin, Ma'iideeshgiizhinii dashicheii, Tódich'íinii dashinalí. Ákót'éego diné asdzáán nishłj. My name is Bryanna Kinlicheene. I am Diné (Navajo) woman, and I was born to land of the Diné Nation. I am of the Water's Edge People Clan, born for the Honey Combed Rock People Clan. My maternal grandfather is of the Coyote Pass Clan, and my paternal grandfather's clan is the Bitter Water People.



Bryanna (she/her) is a third year School Psychology Trainee and Native American and Indigenous Scholars Collaborative (SHPA) scholar, studying and learning on Kumeyaay Nation/land, at San Diego State University in the NASP-Approved School Psychology Program. She earned her bachelor's degree in Psychology and minor in Exercise Science, Coaching, on Nuuchiu (Ute) land, at Fort Lewis College. Bryanna is an advocate of Native American and Indigenous youth. She strives to amplify youth voice, mental wellness needs, and fosters the multifaceted aspects of resilience. She is a graduate assistant for the SHPA project, co-authored on presentations, book chapters, and is a contributor to the NASP Native American and Indigenous Subcommittee (IAS) of the Multicultural Affairs Committee. Within her program, she is the third-year cohort representative for the School Psychology Student Association (SPSA) and a collaborator with the Native Resource Center at SDSU. Additionally, Bryanna is a school psychology practicum trainee at an elementary school and works with a Native and Indigenous population as part of the SHPA project. She collaborates with children, families, community members/leaders, teachers, school counselor, and administration.

Learn more about the work Bryanna is a part of here: [SHPA Resource Website](#)



Nora Neztosie

Nora Neztosie (Diné) is a school psychologist in Kayenta Unified School District in Kayenta, Arizona. She has been an integral member of the NASP Indigenous Subcommittee of the Multicultural Affairs Committee.



Stephen "Jacob" Price Ed.S, NCSP

Stephen "Jacob" Price is a professional school psychologist, currently working in Colorado. He grew up in Wichita Falls, Texas until he went to high school in Albuquerque, New Mexico. He is a Native American, from the Pawnee and Kaw Nations, of Oklahoma. He earned his Bachelor's degree in Psychology from Fort Lewis College in Durango, Colorado. He was initially able to attend college thanks to the Native American tuition waiver, that Fort Lewis College offers. After that, he attended graduate school at San Diego State University (SDSU). There, he earned his master's degree in Education, with an emphasis in counseling. He was also able to earn his Educational Specialist Degree (Ed.S), in School Psychology. He is also a Nationally Certified School Psychologist (NCSP).



Throughout his time spent at SDSU, he was involved with a grant project (Native American Scholars and Collaborators Project) that focused on working with Native American communities, families, and students. He was also fortunate enough to be mentored by some prominent Native and non-native leaders, in the field of school psychology. He currently serves as the co-chair to the Indigenous American Subcommittee (IAS), which is a part of the Multicultural Affairs Committee (MAC), of the National Association of School Psychology (NASP). He is working professionally for the Montrose County School District in Montrose, Colorado. He currently works at 2 elementary schools in the district. He is currently in his 11th year working as a school psychologist.

The school district that he currently works for is the Montrose County School District RE-1J.
<https://www.mcsd.org/>



Kiva Sam

Kiva Sam (Wamnuga Win) is a citizen of the Oglala Sioux Tribe and currently resides in Sioux Falls with her husband and two sons. She graduated from Dartmouth College with a B.A. in Government (emphasis in Political Theory and Public Law), from Oglala Lakota College with a M.A. in Lakota Leadership and Management, and she is currently enrolled in the School Psychology doctoral program at the University of South Dakota. She has previous experience in the areas of education, government, healthcare, political advocacy, and research. Kiva continues to mentor Indigenous students in high school as well as those who are attending college off of the reservation. She is passionate about problem-solving and collaborating for solutions pertaining to systemic inequities by educating others in a way that elevates marginalized voices. Her long-term vision is to open Trauma Institute on the reservation. EDUCATION is her HEALING, her RESISTANCE, and her ACTIVISM.

Kiva currently serves as the graduate student representative for the Indigenous Affairs Subcommittee of Multicultural Affairs through the National Association of School Psychologists as well as a national fellow for the Multicultural Council through the Association of University Centers on Disability. She has been selected as a 2021 recipient of the APA Minority Fellowship Program Doctoral Mental Health and Substance Abuse Services.



Resources

[NASP Indigenous School Psychologist Flyer](#)

[NASP Position Statement. Effective Service Delivery for Indigenous Children, Youth, Families, and Communities](#)

[NASP Podcast. Centering Indigenous and Oppressed Voices in School Psychology Teaching and Practice](#)

[The American Indian and Alaska Native Society of Indian Psychologists](#)

In 1975, the Society of Indian Psychologists (SIP) was formed independently of the APA, merging the American Indian Interest Group and the Network of Indian Psychologists. The group was concerned with the lack of representation of First Peoples within APA (Gray, 2012)

[Apology to People of Color for APA's Role in Promoting, Perpetuating, and Failing to Challenge Racism, Racial Discrimination, and Human Hierarchy in U.S.](#)

[Historical Chronology: Examining psychology's contributions to the belief in racial hierarchy and perpetuation of inequality for people of color in U.S.](#)

[Indian Health Services, U.S. Department of Health and Human Services](#)

[Mental Health Association - Native And Indigenous Communities And Mental Health](#)

[Native American Heritage Month](#)

[National American Indian and Alaska Native Addiction Technology Transfer Center \(ATTC\)](#)

[National American Indian and Alaska Native Prevention Technology Transfer Center \(PTTC\)](#)

[National Congress of American Indians](#)

[National Center for American Indian and Alaska Native Mental Health Research](#)

[National Network to Eliminate Disparities in Behavioral Health \(NNED\)'s November Partner of the Month](#)

[One Sky Center](#)

[The National Museum of the American Indian Native Knowledge 360 Educational Resources](#)

[Tribal Training and Technical Assistance Center \(TTAC\)](#)



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- American Psychological Association. (2016). Featured Psychologist: Logan Wright, PhD. <https://www.apa.org/pi/oema/resources/ethnicity-health/psychologists/logan-wright>
- American Psychological Association. (2012). Featured Psychologist: Arthur McDonald, PhD. <https://www.apa.org/pi/oema/resources/ethnicity-health/psychologists/arthur-mcdonald>
- Gray, J. (2012). Society of Indian Psychologists: Honoring the ancestors, strengthening the future. Communique. <https://www.apa.org/pi/oema/resources/communique/2012/11/american-indian-psychologists>

For more information about this project and to share your feedback, please scan the QR code to the right or [visit:](https://yeshiva.co1.qualtrics.com/jfe/form/SV_38UEfDFpkRuBvFk)
https://yeshiva.co1.qualtrics.com/jfe/form/SV_38UEfDFpkRuBvFk

