Increasing Youth Engagement in Participatory Research

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Apsáalooke Nation
Water is Life
Hart’s Ladder of Participation

- Youth-initiated, shared decisions
- Youth-initiated and directed
- Adult-initiated, shared decisions with youth
- Consulted and informed
- Assigned but informed
- Tokenism
- Decoration
- Manipulation
Identifying Messages
Year 1: Functional Literacy (Pre-Pilot)

- Summer Camp
- Rivers
- Springs
- Water Treatment
- Afterschool
Year 2: Summer Camp

Expanding Interactive Literacy
Newsletter format

FRONT PAGE

A descriptive image was used for each day’s message.

A short summary of the message for each day.

Each newsletter had a signature sleeve with a message to share with their family or friends.

Each Day had a list of activities for the day, and guest speakers.

I talked with my child about the logo.

Signature
Year 2: Afterschool—Photovoice
Students selected favorite photos that were displayed within the community.
Taking Action to Address a Community Issue
Year 3-5: Co-Researchers
Moving Up the Ladder

- Guided Research Questions
- Collection of Data (Surveys, Parent Questions)
- Analysis Of Data
- Presentations
National Indian Health Board Presentation

Julius Chavez
Movie Camp

- Topic Guided by Adults:
  - Water Quality Pollution by Local Farms
- Children expanded and created story
- Career Exploration
Maintaining Engagement

- Trust is integral to the success of the partnership.
- Trust is built between project partners and expanded throughout the community.
- Recruitment and retention require a variety of communication strategies.
- Children and Families often have multiple obligations.
Building Trust—Managing Expectations

- Requires attention to expectations and needs of each partner
- Benefits from long-term partnerships
- Respectful approaches can help overcome conflicting priorities
Responsibility

- Our role in the community and in the project
  - Make sure program is valuable to the community.
  - Make sure that program is conducted in culturally centered manner.
  - Make sure program is sustainable.
Lessons Learned

- Determining Program Goals
  - Balancing Priorities
- Range of Ages Affects participation
  - Mentor Model
  - Student Follow-up
- Recruiting Youth
- Keeping Youth Engaged
The following people currently contribute the program:

- **Crow Agency Public School**: Jonna Chavez, Jason Cummins
- **Crow Tribe Cultural Committee**: Grant Bull Tail
- **Little Big Horn College**: Christine Martin, David Yarlott, Frederica Lefthand,
- **Montana State University**: Cierra Tredway, Marilla Harris-Vincent, Deborah LaVeaux, Ruth Robinson
- **GLW Steering Committee**: Sara L. Young, John Doyle, Charlene Johnson
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References


