

# Stuart develops Run to the Rogue eBook at institute

By Tiffany Stuart, M.Ed.

In June 2017, the Northwest Indian Language Institute (NILI) Summer Institute was held at the University of Oregon. The theme was *Caring Our Languages Forward: NILI's Journey – Pulling together for 20 years*.

During my time I was able to develop an eBook called *Yaa~shuu-chit-dvn 'vn' Nalh-da*. Yaa~shuu-chit-dvn means Rogue River. Nalh-da means to Run in Dee-ni language.

This book can be downloaded to an iPhone, iPad or Mac device for free at <https://sites.google.com/site/niliebook/>. The eBook has audio for each page.

During the summer institute, we had speakers from France and New Zealand who presented on revitalizing languages that were dead or sleeping. I learned from these visitors and from language teachers across the Northwest that we have to start speaking the language in our home. The languages that are being revitalized are the ones that are being spoken in the home.

Check out my YouTube page, Tiffany Stuart, on Domains. Carson and Nick

Viles created helpful videos on Domains that show how to pick an area in your life and start using the language.

For example, you could choose the kitchen and eating as a place you only speak Dee-ni, which is one of the many languages our Siletz ancestors spoke. The Domain videos are on the Siletz Language Project website under videos ([siletzlanguage.org](http://siletzlanguage.org)).

Thirty-two people attended NILI including three teachers from preschool, three in elementary, eight in secondary, one college teacher, 10 Tribal and cultural teachers, three home school teachers and four college students/future teachers, plus nine high school students.

I was interested in how secondary (middle and high school) teachers of their traditional language called the classroom attention and what they did with student behavior issues. Working with high school students over the years, I have never learned of a way a teacher would call the attention of high school students.

Also, as a behavior specialist I was interested to see what techniques non-certified teachers used when teaching

their traditional language. These eight secondary teachers have been teaching the American Indian languages and culture in the Northwest for a variety of years.

My research findings were language teachers would just start talking and the class would quiet down. If a certain student wouldn't quite down, the teachers would stand by him/her or call his/her name or even start talking louder.

All eight teachers said that building positive relationships with the students over the years have built the respect and positive learning environment needed in the classroom.

All the high school American Indian language classes were taken by choice of the student, most of the students wanted to be there. Therefore, behaviors of disrespect and noncompliance were not there.

When behavior issues arise, different methods were used. Teachers would give a verbal prompt, have the student move to another part of the room and stand, or just talk and have a nice tone (a light and playful attitude). All eight teachers said they usually don't have to deal with behavioral issues.

## Yaa~shuu-chit' dvn 'vn' Nalh-da



By Tiffany Stuart, M.Ed. Photo: David J. O'Connell, UO

My thesis is that American Indian students will have fewer behavior issues with American Indian teachers. This is the beginning of my research on behavior at the University of Oregon.

NILI was a great place to start my journey at UO. I have created materials that others can use for free. Sweep the Teepee in Dee-ni language is on my YouTube page too.

Printed materials I created can be obtained upon request. Feel free to contact me at [tiffanystuart444@gmail.com](mailto:tiffanystuart444@gmail.com).

For more information about the Siletz Tribal language program, please visit [siletzlanguage.org](http://siletzlanguage.org)

### Chairman, continued from page 2

SB 180 – Nicotine vapor tax bill. Dead.  
 SB 182 – Authority for Higher Education Coordinating Commission to fund culturally and linguistically diverse teacher candidates. Governor signed on Aug. 2. In effect.  
 SB 256 – Creates Willamette Falls Locks Commission with Grand Ronde member. Governor signed on Aug. 16. In effect.  
 SB 276 – Creates Ocean Acidification Coordinating Council with Tribal member. Dead.  
 SB 317 – Public meeting information, for amendment to clarify that state and local government bodies can meet and take action in Oregon Indian Country. Governor signed on June 27. Takes effect Jan. 1.  
 SB 350 – Sen. Frederick's Native mascot/symbol ban bill. Dead.  
 SB 362 – Sen. Frederick's legal interest rate reduction bill. Dead.  
 SB 394 – Sen. Ferrioli's bill authorizing Legislative leadership to petition Supreme Court for injunction if agency is not following law. Dead.  
 SB 396 – Creates foster youth success centers at universities. Dead.  
 SB 714 – Decreased crime of cheating from felony to misdemeanor, from Senate Judiciary Committee. Governor signed on Aug. 8. Takes effect Jan. 1.  
 SB 745 – Sen. Roblan's bill to create Ocean Beach Fund for management of state recreation areas at the ocean. Dead.  
 SB 754 – Raises the legal age for smoking and vaping to 21. Penalties fall on seller of product to the under-21 smoker/vaper. Sales to underage persons carry a \$50-\$500 fine unless the seller is an owner of the store. Owners can be fined \$500 for first and second violations and \$1,000 for subsequent violations. In effect.

SB 814 – Creates Pollinator Forage Pilot Project for replacing invasive plants liked by pollinators with native plants they like. Dead.  
 SB 826 – Extends privilege/confidentiality to Tribal personnel and records regarding services to victims of domestic violence, sexual assault and stalking. Governor signed on June 6. Takes effect Jan. 1.  
 SB 847 – Sen. Roblan's bill creating process for transferring state trust lands to Tribal and other governments. Governor signed on Aug. 8. Takes effect Jan. 1.  
 SB 850 – Authorizes Department of Geology & Mineral Industries to require risk mitigation or forbid construction in tsunami inundation zone. Governor signed on June 14. In effect.  
 SB 892 – Aerial pesticide spray notice bill. Dead.  
 SB 911 – OHSU Native scholarship for medical, dental, nurse practitioner, nurse anesthetist and nurse practitioner degrees in exchange for service to Indians in Oregon, open to members of all federally recognized Tribes. Dead.  
 SB 1039 – Declares state policy on ocean acidification and hypoxia, creates council including Tribal representative. Governor signed on Aug. 16. Takes effect Jan. 1.  
 SB 5516 – Department of Education budget, including funding to Tribes for the Tribal Attendance Pilot Project and Tribal curriculum work. Governor signed on July 19. In effect. Support.  
 SJM 4 – Urges Congress to transfer all federal lands in Oregon to the state, not including Tribal lands. Dead.  
 SJR 7 – Referral of constitutional amendment to require sales tax on goods and services. Dead.

## Siletz Tribal Youth Council Meeting

Date: Saturday, Sept. 16  
 Time: 11 a.m. Youth Council Meeting  
 1 p.m. Lunch  
 3 p.m. Depart for home  
 Location: Salem Area Office

### Transportation

Youth carpool from the area offices. Contact us as soon as possible if you would like to join.

### Area Office Contact Numbers

Portland: Katy Holland, 503-238-1512  
 Salem: Sonya Moody-Jurado, 503-390-9494  
 Eugene: Nora Williams-Wood or Nick Viles, 541-484-4234  
 Siletz: Dee Butler, 541-444-9618, or Sharla Robinson, 541-270-3212



Courtesy photo

Siletz Tribal elder Chewescla William DePoe Jr. dances at the Seafair Pow-Wow in Seattle in July.