

Buffalo Hide Academy: April 2018

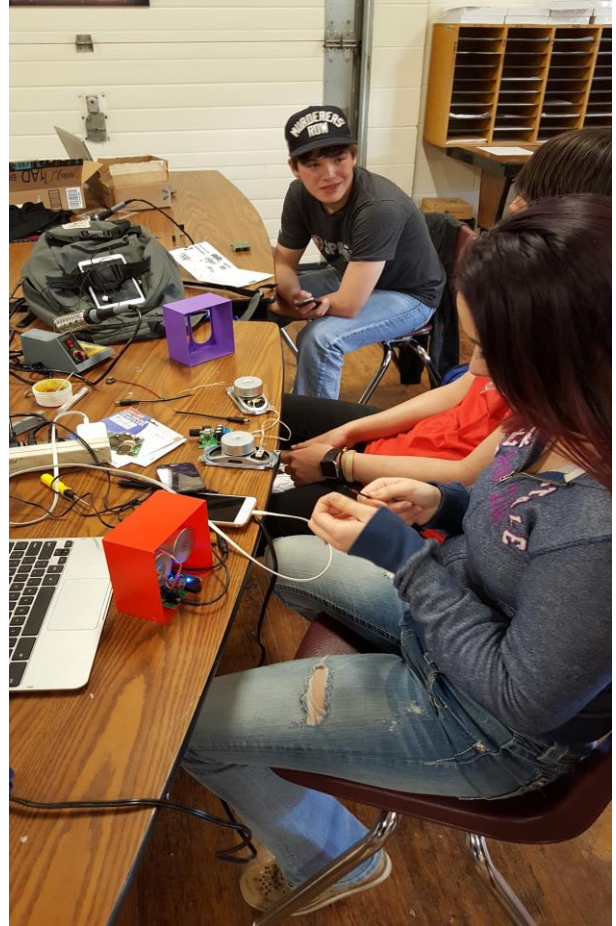
Integrated Science: Speaker Project (Troy Atchison)

Objectives:

- Students will use skills developed in 3d environments to design a speaker box;
- Students will use the Cartesian Coordinate System in a real-world application by learning to operate a 3d printer;
- Students will be able to identify and describe the function of basic electronics and simple circuits;
- Students will learn different career paths that match the steps they use in building their speakers. Some examples are a career in coding, electrical engineering, component level repair, 3d animator, prototype work and CNC machine operator.

Project:

The students are designing and building a speaker. In the first step the students build the amplifier by soldering the electric components to make a complete circuit board. In the second step students debug issues with the circuit board to get it to work (very few circuit boards work the first time). The students then use the 3d printer to build the speaker box. in the final step the students all the components together for a complete speaker.



From left to right:
Speaker box being printed;
Speaker in progress;
Finished speaker.



Cultural Consultants in Class (Greg Klauk)

Over the last two weeks we were fortunate to have various cultural consultants join our classes and work with students on a variety of projects to explore Pikuni Blackfeet and other Plains Tribes, including traditional games, art, world views and languages both spoken and in sign language. With the help of our cultural consultants MaryEllen Little Mustache, Jimi Champ, Arthur Westwolf and Valentina LaPierre, students were able to expand their cultural understandings and knowledge while incorporating literacy skills and concepts covered in classes this quarter. Additionally, Ken Oscar and Winslow Evans have spent several days teaching students sign language which provided an opportunity for them to expand their literacy and language development in both a traditional written format as well as in a physically engaging form that included Pikuni cultural aspects and perspectives on the world.



Blackfeet Sign Language with Elders and students from CutsWood.

Science Field Labs (Greg Klauk)

As part of our Science courses students attended the first of a series of field labs to Rock City along the Two Medicine river. They engaged in field research and data collection to better understand the water cycle, processes of erosion, soil deposition and the geologic history of the traditional lands of the Pikuni Blackfeet, as well as other Ecology and Earth Science concepts. Other field labs to come include trips to the Buffalo Lakes, Swift Dam, and Glacier NP.



***Left: Group shot at Rock City;
Right: Students exploring hoodoo rock formations.***

Counseling Corner (Charlie Speicher and Chris Lewis)

Suicide is obviously a big problem nationwide, but historically Montana has one of the highest suicide rates every year. Per 100,000 people, our national suicide rate is .00011 (11 out of every 100,000 people complete suicide). In Montana, that rate increases to 14 suicides per 100,000 people. And in Indian country, things get even worse. The suicide rate balloons to 23 per 100,000 people.

The research and data around suicide has markedly improved in the last ten years. There has been a shift in thinking and therapeutic considerations in relation to suicidality: in particular, no longer are “risk factors” thought of as the greatest predictor of suicide, rather the notion of suicide risk domains has supplanted checklists of risk factors and behaviors. The eight suicide risk dimensions are as follows:

Eight Suicide Risk Dimensions:

1 Unbearable emotional or psychological distress: “Psychache” - can involve one or many trauma, loss, or disturbing experiences.

2 Problem solving impairments: Suicide theory and evidence point to reduced client problem-solving ability.

3 Interpersonal disconnection, isolation: perceiving oneself as a burden contributes to suicidal ideation.

4 Arousal or agitation: Many different physiological states can increase agitation and push clients toward using suicide as a solution to their unbearable distress.

5 Hopelessness: This is linked to cognitive distress and suicidality.

6 Suicide Intent and Plan: Although suicide ideation is a poor predictor of suicide, when it is accompanied by an active plan, the potential for suicide completion is magnified.

7 Desensitization to physical pain and thoughts of death: When clients lose their fear of death or become desensitized to pain, suicide behaviors can increase.

8 Access to firearms: Availability of lethal means, in general, and access to firearms in particular, substantially increase suicide risk.

At the BuffaloHide Academy, we remain committed to providing the best counseling interventions we can to support students experiencing distress. We’ve received in-depth training regarding Suicidality, as well as facilitating safety planning with our most at risk students. Suicide contracts don’t work.....at all. Thus, we have integrated safety planning into our interventions when working with students experiencing suicidality. Safety planning is collaborative, and opens the door for in depth discussions about distress. The act of generating a safety plan with a student is a critical step which enables a distressed student to identify sources of support, as well as drawing from strength and coping skills they may not realize they have.

If after a safety plan and a suicide assessment a student is still deemed a risk to complete suicide, our protocol is to facilitate an immediate referral to Behavioral Health and/or the ER.

Safety Planning Form – Adapted from Stanley and Brown (2011)

1. **How Can I Make My Environment Safe?** These are things that can be done immediately and up-front to make the person's environment safer. [e.g., guns out of the house; meds to brother]

2. **Identify the Individual's Unique Warning Signs.** These are often cognitive, emotional, behavioral, physical, physical sensations, and environmental triggers [Be sure to ask: How will you know when to implement this safety plan? List below in the person's own words.]

3. **Internal Coping Strategies.** These are things the individual can do on his or her own. Ask something like: "Just in case you start feeling suicidal, what can you do to help yourself cope in a healthy way?" (e.g., Television, walking, music, meditation) [Try a solution-focused mind-set here: "Imagine yourself coping well. What do you see yourself doing? What helps you remember to do these healthy things?"]

4. **People and Social Settings that Provide Support and Distraction.** The purpose of this step is not to share suicidal feelings, but to get into an environment that's pleasantly distracting. [e.g, bookstore, shopping, church, sister's house]

5. **Who Can I Ask for Help?** This step involves non-professionals.

Name: _____ Number: _____

Name: _____ Number: _____

Name: _____ Number: _____

6. **Professionals or Agencies I Can Contact for Support**

Name: _____ Number: _____

Name: _____ Number: _____

Name: _____ Number: _____

7. **How I Can Make My Environment Even Safer?**

Safety Plan Form