



**Commission on Native Children**  
**Friday, January 28, 2022**  
**11 am – 1 pm AKT/1 – 3 pm MT/2 – 4 pm CT/3 – 5 pm ET**

**Virtual Hearing: Early Childhood Development**

This panel will discuss the theory and research related to early childhood development, both the state of scientific knowledge and its application in the Native context. Using scientific methods, researchers have evidence that identifies the effects of early childhood development on future mental and physical health. Addressing chronic stress, trauma, loss and other issues related to mental health in early childhood create innovations and promising practices to promote resilience across the life experience, and experts in various areas of early childhood development have identified effective strategies for AI/AN communities. During this panel, experts in research and theory will present the state of the science and the Native context to be considered in addressing effective early tribal childhood needs.

- Introductions and welcome (5 minutes) Commissioner Anita Fineday
- Invocation (3 minutes)
- Review of Commission Norms (2 minutes) Commissioner Fineday

The Commission will adhere to the following norms in all interactions:

- To incorporate ceremony and/or prayer to begin each meeting
- To recognize and celebrate what is working
- To respect all ideas
- To be mindful of each person's own behavior and reactions so as not to repeat trauma behaviors
- To promote healing
- To ensure there is a community-organized closing event at hearings
- To treat others as they want to be treated
- To not take offense and observe without judgment
- To pause before decision

- To have fearless, honest dialogue
  - To be flexible
  - To hear all voices
  - To learn from story
  - To be respectful of time
- Overview of Commission and goals of meeting (5 minutes)      Commissioner Fineday
  - Jack P. Shonkoff, M.D., Harvard University      (15 minutes, 5 minutes for questions)

Jack P. Shonkoff, M.D., is the Julius B. Richmond FAMRI Professor of Child Health and Development at the Harvard T.H. Chan School of Public Health and Harvard Graduate School of Education; Professor of Pediatrics at Harvard Medical School and Boston Children’s Hospital; and Founding Director of the university-wide Center on the Developing Child at Harvard University. He currently chairs the National Scientific Council on the Developing Child, a group of distinguished scholars whose mission is to bring credible science to bear on public policy affecting young children, and the JPB Research Network on Toxic Stress, which is developing new knowledge and measurement capacity to assess the biological, bio-behavioral, and health consequences of excessive stress activation.

Dr. Shonkoff has received multiple professional honors, including elected membership to the Institute of Medicine (now the National Academy of Medicine), the C. Anderson Aldrich Award in Child Development from the American Academy of Pediatrics, and the Distinguished Contributions to Social Policy Award from the Society for Research in Child Development. He previously served as Chair of the Board on Children, Youth, and Families at the National Academy of Sciences and led a blue-ribbon committee that produced the landmark report, *From Neurons to Neighborhoods: The Science of Early Childhood Development*. He has authored more than 150 publications, including nine books and monographs.

- Dr. Deanna Around Him, Senior Research Scientist, Child Trends (15 minutes, 5 minutes for questions)

Deana Around Him, DrPH, ScM (Cherokee Nation), is a senior research scientist at Child Trends and an adjunct faculty member at the Johns Hopkins School of Nursing. Her research aims to improve the well-being of American Indian and Alaska Native (AIAN) children, youth, and families through approaches that meet the cultural and contextual needs of their communities. Dr. Around Him’s lived experience as a tribal citizen, mother, and relative inform a research and evaluation career that respects tribal sovereignty, builds on cultural strengths, and seeks to inform the policies and programs encountered by AIAN families.

Dr. Around Him often applies community-engaged and community-based participatory research (CBPR) approaches in her work. Her training focused on the social determinants

of health, maternal and child health, and research ethics, and she has experience collaborating with AIAN communities to develop and adapt interventions, build research and evaluation capacity, and strengthen research ethics knowledge and infrastructure. Dr. Around Him's past projects have addressed the prevention of adverse childhood experiences, trauma, and youth suicide, and have advanced understanding of the social determinants of maternal and infant health in the perinatal period and the promotion of safe infant sleep practices using a culturally based intervention. Her current projects focus on exploring the school climate experiences of AIAN youth, evaluating a culturally based parent training curriculum, and examining the ways in which home visiting has supported equity during the COVID-19 pandemic. She also serves as the strategic dissemination lead for the Tribal Early Childhood Research Center.

She holds a Bachelor of Arts in Community Health from Brown University, a Master of Science with a concentration in maternal and child health from the Harvard School of Public Health, and a Doctor of Public Health from the Johns Hopkins Bloomberg School of Public Health.

- Barbara Fabre, CEO, Indigenous Visioning LLC. (15 minutes, 5 minutes for questions)

Barbara Fabre is an enrolled member of the White Earth Ojibwe Reservation, MN and has over 35 years of working within tribal, state, national and federal levels through committees, advocacy, work-groups and contracts to promote and advocate for tribal early childhood issues that promote healthy child development through a cultural lens. Ms. Fabre was the Tribal Administrator for her tribe's CCDF program for over 25 years. Since then, Ms. Fabre created Indigenous Visioning and All Nations Rise to work within Indian Country to support tribal high quality early childhood systems. Ms. Fabre has initiated multiple initiatives within Indian Country to support indigenous children in early childhood classrooms, the parent voice, tribal child care and direct services to Indian Country to support tribes in their efforts to promote healthy and thriving communities. Ms. Fabre holds a bachelor's degree in Psychology and has received numerous awards for her efforts.

- Cross-Cutting Recommendations from Witnesses (20 minutes) Commissioner Fineday
- Questions and discussions (22 minutes) Commissioner Fineday
- Wrap up (3 minutes) Commissioner Fineday