

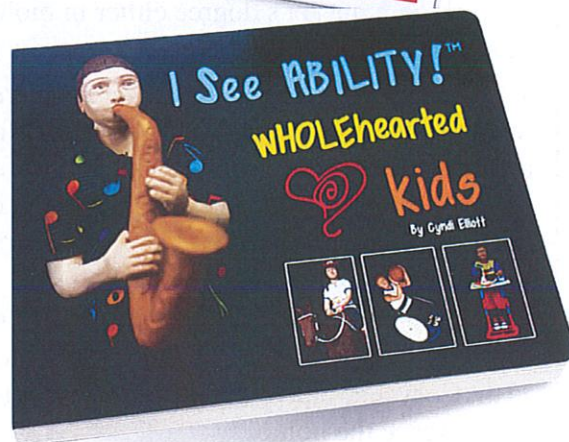
DECEMBER 2015

# TEMP NEWSLETTER

SKC Division of Education

## Cyndi Elliot Presentation

On October 20<sup>th</sup>, local Occupational Therapist Cyndi Elliot came to Salish Kootenai College to enrich education students, childcare employers/employees, and teachers on the three sensory systems: proprioception, vestibular, and tactile. She shared insight from her experience working in the field of O.T., and game meaningful advice, and provided beneficial resources. Cyndi published her own book *I See Ability!*, which is based on her brother David. The book is available on [iseeability.com](http://iseeability.com). To find out more about Cyndi and her work with sensory, visit her blog [iseeability.com/blog/](http://iseeability.com/blog/) where she posts helpful tips and videos.



## Save the Date!

New Student  
Orientation

December  
10<sup>th</sup>-11<sup>th</sup>

Winter Break

December 12<sup>th</sup>-  
January 3<sup>rd</sup>, 2016

Winter quarter  
2016 starts  
January 4th, 2016!

Do you have something you would like featured in next month's newsletter? Your insights and opinions matter! Please contact us!

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## Student Spotlight: Elyssa Hawk

### 1.) *Where are you from?*

That is a hard question. I was born in Green Bay, Wisconsin and most of my family still lives on the Oneida Nation Reservation. However, I was an army and navy brat when I was younger, living up and down the east coast. I did spend most of middle and high school in Wisconsin. I completed my senior year in Thailand, though. I travel as often as I can and sometimes live out of my backpack. I normally say, "Home is where my clean panties are."

### 2.) *What brought you to SKC, and what year are you in?*

I had only been back in the US for a short time after almost 7 months of traveling around Southeast Asia when I was accepted through a NASA space grant to come to SKC to work on the first tribal college satellite project. After a few weeks of work, I found and applied for a scholarship. I was approved so I decided to stay for a bit longer. Not all of my credits have transferred to SKC yet so I am not entirely sure. But I am looking at two more years.

### 3.) *What inspired you to become a teacher?*

Any career goals or plans for the future? Honestly, I never wanted to be a teacher. But travel has lead me to tutor groups of kids and teach speech at a university. I decided if I was going to stay on this path I should be a bit more prepared to shape the minds I was working with. Even if it is a way to sustain long term travel, I want to know what I am doing. Right now I have been looking at teaching in Japan for a while to get in some travel and practice teaching. China is another option. I really want to continue with my Mandarin lessons and I did enjoy teaching at the university while there. Afterwards, I'll probably teach in the states but I really would like to work on a master's degree either in biology, botany, history or library science. I'm all over the place in academic interests and have yet to narrow myself. I really dislike being limited.

### 4.) *What are some of your hobbies and interests?*

Searching for plane tickets and hostels. I feel very strongly about learning and experiencing instead of sitting in a classroom at a desk. I also read, a lot. I read around a 100 books every year in many different genres, give or take. Fiber arts has recently become apart of my life. I pick out an audiobook and knit. I currently have several blankets, Xmas presents and baby sweaters in the works.

### 5.) *Do you have a family?*

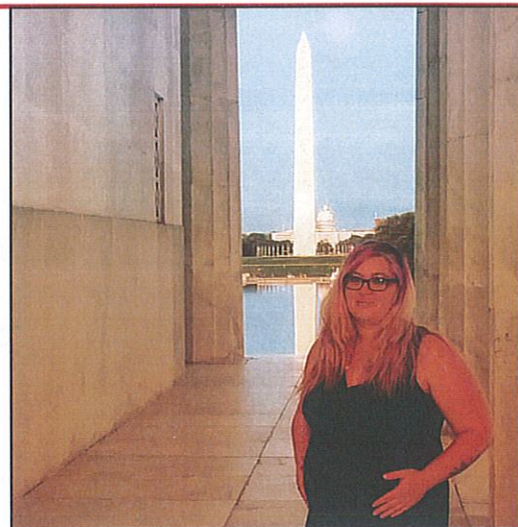
I live here on campus with my boyfriend, Cory, and my three smelly boys (14, 13, & 11). They are each different and are at that age where they push and test me but most days are good. I am also expecting January 11th. Cory and I have decided to be surprised so most of our family and friends have their fingers crossed for a girl to grace the home.

### 6.) *Any nicknames or weird quirks about you that make you unique?*

No nicknames that I can think about. I personally don't think I have weird quirks but I do know I am unique. I have done some amazing things and that gives me a different perspective. I have friends all over the world. Some of which who call or message me asking where to go for great food or what hostel I would recommend. Last month I had one of the teachers at SKC call from another state and ask where he should eat. I sent a map for two restaurants in Seattle that I like. I even provided a few for when he would be in DC a few weeks later.

### 7.) *What has been your number one motivation while getting your college education?*

My dad. We used to compete. I remember seeing him walk by my classroom shortly after receiving my microbiology test. I chased him down the hall with my 99%. He looked it over and said, "almost as good as me." The best piece of advice he has ever given me, which pertains to class, work, internships, and anything is, "ask instead of wondering." You will either get a yes or no answer. If it is no, then you know you need to improve. If it is yes, than you can decide what to do with your life in order to prepare for the yes.





## Teacher Spotlight: Keryl Lozar

*Keryl Lozar is a third grade teacher at Linderman Elementary in Polson, MT. She is also an alumnus of Salish Kootenai College and has returned to teach EDUC 300 Language, Literacy, and Text.*



*Elane Meeks, principal, to the left and Keryl Lozar, third grade teacher, to the right during Native American Heritage Month a few years ago.*

My dad was in the Air Force, so I had the privilege growing up in several locations overseas. We were in Japan for six years, and then in Hawaii for seven years where my father retired. My mother at 93 still lives in Hawaii by herself. I have two older brothers that live on the West coast. It was in Hawaii that I met my husband Steve. He was a senior at the University of Hawaii, while I was a senior in high school. He invited me to spend sometime in Polson that summer with his Grandma Lozar. It was then I fell in love with Montana and have only left to visit my folks in Hawaii. We have lived in the same house we built 41 years ago. It is my home.

When I was in the eighth grade I had the most wonderful PE teacher. She had such a positive and sensitive way of getting even the shyest students to participate, engage and enjoy every activity. It was because of her that I wanted to grow up and be a PE teacher.

Steve and I have five children. Growing up, our children always understood how important their education was. It was a priority of highest value. They have all gone on to graduate with degrees, followed by families and careers of their own.

I decided to complete the college career I began years ago after our youngest son headed to kindergarten. I received my BA in Human Services and then a minor in Special Ed. from SKC. Towards the end of what I thought would be my last year at SKC, I met Joe McDonald in the hall and he asked me what my plans were. I told him I wanted to pursue a teaching certificate. He looked at me and said, just wait until the fall we're getting a teaching program right here! I did. It was one of the best decisions I've ever made. I was to graduate as part of the first cohort of the SKC/Western education program. I did my student teaching at Cherry Valley in Polson. I have been in the Polson School District for 16 years. I have been blessed in so many ways. I am thankful for all the inspiring and encouraging peers and administration that have crossed my educational career and my life.

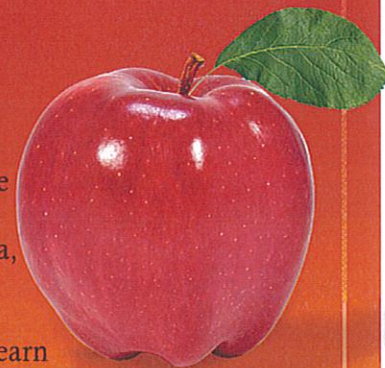
Teaching this Education class here at SKC this fall quarter has been a real joy for me and I am so thankful for the opportunity. I am seeing quality students here that are fired by integrity and desire. I feel confident that our children and grandchildren will be in the hands of passionate and positive role models that will reach and teach them.



## *PAX: Making Way in Indian Country*

*A reflection done by SKC Department of  
Education Alumni Lona Burns Current Napi  
Elementary 6<sup>th</sup> grade Teacher*

It was a long four-day PAX training in Dayton Ohio, but was well worth the knowledge and information that I learned. In attendance at the training, were representatives of districts from all over the country including Mississippi, Louisiana, New York, New Jersey, Montana, Washington, Oregon and may more, including international educators from Ireland and Alberta. Teachers, principals, school psychologists, metal health partners, and even state legislators sat in attendance to learn about the PAX Good Behavior Game and its benefits to schools, districts, and communities.



I was asked to attend this training for two reasons. One, to become a PAX Partner in order to help teachers, new to the program, implement PAX Good Behavior Games into their classrooms in the Browning area. Two, to help plan a meeting, in which myself and many other colleagues in education throughout Indian country were we would begin developing an Indigenous PAX. I am honored to be to be apart of them both.

First, what is PAX? PAX is a classroom management tool that helps increase instructional time in the classroom,. Keep students on task, and keeping students from behaviors that take away from their learning. But, that is just one part. The most important part of PAX is that it is an intervention/prevention tool for children who are at risk for mental/behavioral health issues. We know these kids well. These are the kids who lack the ability to control their behavior. These are the kids who spend most of their time in detention, time-out, counselor office, principals office, or even referred to outside mental health agencies for support. PAX is a game. Students play a game sort of like the silent game you played in the car on long trips with your parents when you were young. Games are played in which students are working as teams; work at not misbehaving while a timer is going. When the timer goes off, those teams who have three or less spleems (behavior we don't want) win the game and are rewarded with a quick and fun game such as Simon Says, Silent Ball, or even something as silly as crawling on the floor like a barn animal making silly noises for 20 seconds. It sounds too good to be true, but believe me, PAX works.

What students don't know is that they are exercising that part of the brain that controls impulse, self control, emotional outbursts called Executive Functions. The more they play the game, the more they develop that brain function. Most kids that lack the ability to control themselves and their behaviors have underdeveloped Executive Functions due to trauma, stress, and other types of disorders such as ADHD, ADD, etc.

Playing this game form one year is researched-based proven to change the trajectory of many students that are spiraling towards mental health issues later in life such as depression, anxiety, suicide, drug addiction, and alcoholism just to name a few. Imagine if students played it for longer than a year.

As if PAX wasn't already a dream come true, the PAXIS institute is also in the beginning stages of developing an Indigenous PAX. Due to the fact that Natives, as a result of historical trauma, are faced with rates of mental, emotional, and behavioral issues in schools; PAXIS recognized the need for a development of PAX that would include cultural elements and self-identity. The first development meeting will be in March in Pablo, MT and several teachers, instructors, and community partners have agreed to come together from different tribes in order to begin the development. I am so excited to be apart of a program that encourages self-identity in our young Native people. I am humbled to be a part of this project and I encourage all SKC Education Pre-Service teachers to get the training and use it in your classrooms.