

EMMA ELLIOTT (COWICHAN)

Assistant Professor

College of Education, University of Washington

emmae@uw.edu

RESEARCH INTERESTS

Intersections of learning sciences and social work; Indigenous children, youth, & families; Indigenous mental health (e.g., trauma, prevention, and recovery); culture, learning, and human development; land-based and Indigenous methodologies; land-based teacher education; Indigenous pedagogies; qualitative methods, and community-based research and practice.

EDUCATION

Ph.D., Educational Psychology **2016**

College of Education, University of Washington, Seattle

Specialization: Learning Sciences and Human Development

MSW, Master of Social Work **2016**

School of Social Work, University of Washington, Seattle

Specialization: Children, Youth, and Families

M.Ed., Educational Psychology **2011**

College of Education, University of Washington, Seattle

Specialization: Human Development and Cognition

PROFESSIONAL EXPERIENCE

Assistant Professor **2019-Present**

University of Washington

College of Education

Learning Sciences and Human Development

Assistant Professor **2017-2019**

Washington State University

Elson S. Floyd College of Medicine

Initiative for Research and Education to Advance Community Health

Postdoctoral Research Associate **2016-2018**

University of California, Santa Cruz

Psychology Department

Assistant Research Professor **2016-2017**

Washington State University

Initiative for Research and Education to Advance Community Health

PUBLICATIONS

Refereed journal articles

Elliott, E., Sanders, E., Shea, M., Guevara, C., & Chen (*under review*). Understanding student well-being and the importance of social connection before and after COVID-19. *American Educational Research Association Open (AERA Open)*.

Shea, M., **Elliott, E.**, Guevara, C., & Chen, J. (*under review*). Sociopolitical learning through networks of care during crisis. *American Educational Research Journal (AERJ)*.

Elliott, E., & Fish, J. (*in press*). Overcoming human exceptionalism: The role of ethical nature-culture relations in Indigenous child development [Invited Commentary]. *Child Development, Special Section, Highlighting Indigenous Child Development: Edges and Possibilities in State-of-the-Art Research*.

Elliott, E., & Bang, M. (2024). Reducing Indigenous suicide: Recognizing vital land and food systems for livelihoods. *American Journal of Community Psychology*, 73(1-2), 267 – 279. DOI: [10.1002/ajcp.12712](https://doi.org/10.1002/ajcp.12712)

Wexler, L., White, L., O’Keefe, V., Rasmus, S., Haro, E., Cwik, M., Barlow, A., Goklish, N., **Elliott, E.**, Pearson, C., & Allen, J. (2024). Centering community strengths and resisting structural racism to prevent youth suicide: Learning from American Indian and Alaska Native communities. *Archives of Suicide Research*, 1 - 16. DOI: [10.1080/13811118.2023.2300321](https://doi.org/10.1080/13811118.2023.2300321)

Ullrich J., Demientieff L, & **Elliott, E.** (2022). Storying and re-storying: Co-creating Indigenous well-being through relational knowledge exchange. *American Review of Canadian Studies*, 52 (3), 247-259. DOI: [10.1080/02722011.2022.2095498](https://doi.org/10.1080/02722011.2022.2095498)

Elliott-Groves, E. & Meixi (2022). Why and how communities learn by observing and pitching in: Indigenous axiologies and ethical commitments in LOPI (Cómo y porqué las comunidades Aprenden por medio de Observar y Acomodarse axiologías indígenas y compromisos éticos en el modelo LOPI), *Journal for the Study of Education and Development (Infancia y Aprendizaje)*, [Special Issue] *Learning by Observing and Pitching In to Family and Community Endeavors*, 45(3), 567-588. DOI: [10.1080/02103702.2022.2062916](https://doi.org/10.1080/02103702.2022.2062916)

Meixi, Moreno-Dulcey, F., Alcalá, L., Keyser Ohrt, U., & **Elliott-Groves, E.** (2022). When learning is life-giving: Re-designing schools with Indigenous systems of relationality. *AERA Open*, 8. DOI: [10.1177/23328584211062587](https://doi.org/10.1177/23328584211062587)

Jansen, K., Shaw, J., Comtois, K. A., **Elliott-Groves, E.**, Slaney, T., Avey, J., & Nelson, L. & The CARE Phase 1 Study Team (2021). Culturally adapting Caring Contacts for suicide prevention in four Alaska Native and American Indian communities. *Archives of Suicide Research*, 27(1), 89-106. DOI: [10.1080/13811118.2021.1967820](https://doi.org/10.1080/13811118.2021.1967820)

Elliott-Groves, E., Hardison-Stevens, D., & Ullrich, J. (2020). Indigenous relationality is the heartbeat of Indigenous existence during COVID-19. [Special issue]. *Journal of Indigenous Social Development, Indigenous Communities, and COVID-19: Impact and Implications*, 9 (3), 158-169. <https://journalhosting.ucalgary.ca/index.php/jisd/article/view/70761/54424>

Henne-Ochoa, R., **Elliott-Groves, E.**, Meek, B. A., & Rogoff, B. (2020). Pathways forward for Indigenous language reclamation: Engaging Indigenous epistemology and Learning by Observing and Pitching Into family and community endeavors. *The Modern Language Journal*, 104 (2), 481-493. DOI: [10.1111/modl.12652](https://doi.org/10.1111/modl.12652)

Elliott-Groves, E. (2019). A culturally grounded biopsychosocial assessment utilizing Indigenous ways of knowing with the Cowichan Tribes. [Special issue]. *Journal of Ethnic & Cultural Diversity in Social Work, Advances in Social Work Practice with Multicultural Communities*, 17 (4), 115-133. DOI: [10.1080/15313204.2019.1570889](https://doi.org/10.1080/15313204.2019.1570889)

Elliott-Groves, E. (2018). Insights from Cowichan: A hybrid approach to understanding suicide in one First Nations collective. *Suicide and Life-Threatening Behavior*, 48 (3), 328-339. DOI: [10.1111/sltb.12364](https://doi.org/10.1111/sltb.12364)

Jegatheesan, B., Sheehy, P., Ornelles, C. & **Elliott, E.** (2017). Teaching Indigenous students with developmental disabilities: Embedding cultural practices of dance, movement, and music in pedagogy. *Child Studies in Asia-Pacific Contexts*, 7 (1), 1-13. DOI: [10.5723/csac.2017.7.1.001](https://doi.org/10.5723/csac.2017.7.1.001)

***Handbook chapters, encyclopedia entries, book chapters, & other scholarly writing**

***Elliott, E.**, Meixi, Akers, N., and Hoffman, C. (*invited, under review*). Indigenous and land-based learning and healing: A case study in Land Education [Handbook Chapter]. In Sezen-Barrie & Tolbert (Book Editors), *Handbook of Climate Change Research in Transdisciplinary Science Education* & Tzou, C., & M. Bang (Section Editors), *Socio-ecological Systems Thinking and Ethical Decision Making*.

Meixi & **Elliott, E.** (*in press*). Land education is life/methodologies of healing and relational justice [Encyclopedia Entry]. In Winn, M. & Lawrence, W (Editors in Chief) and Montano, E. & Martinez, D. (Volume Editors), *The Bloomsbury Encyclopedia of Social Justice in Education*. London, UK: Bloomsbury Publishing PLS.

San Pedro, T. & **Elliott, E.** (*in print*). Storying as methodology [Encyclopedia Entry]. In Winn, M. & Lawrence, W (Editors in Chief) and Montano, E. & Martinez, D. (Volume Editors), *The Bloomsbury Encyclopedia of Social Justice in Education*. London, UK: Bloomsbury Publishing PLS.

Elliott, E. & San Pedro, T. (2023). Indigenous relationality: Advancing theory and praxis in Educational Research [Book Chapter]. *Voices of Indigenuity* (Ed., Montgomery, M.). University Press of Colorado.

Elliott, E. & San Pedro, T. (2023). Beyond qualitative interviews: Toward synergistic conversations as relational and nation building [Book Chapter]. *Quests for Questioners: Inventive Approaches to Qualitative Interviews* (Ed. K. Roulston). Myers Education Press.

McCoy, M., **Elliott-Groves, E.**, Sabzalian, L., & Bang, M. (2022). Restoring Indigenous systems of relationality. [Reprinted Essay]. *Minding Nature Journal*, 14 (3). Libertyville, Illinois.

McCoy, M., **Elliott-Groves, E.**, Sabzalian, L., & Bang, M. (2020). Restoring Indigenous systems of relationality. [Invited Testimony]. *Center for Humans and Nature*. Libertyville, Illinois. <https://www.humansandnature.org/restoring-indigenous-systems-of-relationality>

Elliott-Groves, E. (2019). A culturally grounded biopsychosocial assessment utilizing Indigenous ways of knowing with the Cowichan Tribes. [Book Chapter]. *Rethinking Social Work Practice with*

Multicultural Communities. (Eds. Padilla, Y., McRoy, R., & Calvo, R.). Routledge Publishing. ISBN: 978-0-367-35347-6

***Elliott-Groves, E.** & Fryberg, S. (2018). "A future denied" for young Indigenous people: From social disruption to possible futures. [Handbook Chapter]. *Handbook of Indigenous Education*. (Eds. McKinley, E. & Smith, L.T.). Springer, Singapore. DOI: 10.1007/978-981-10-1839-8_50-1

Elliott, E. (2014). Indigenous suicide: Risk and resiliency factors. [Research brief]. Building capacity and cultivating innovation: Learning agendas in Native education. *Research Brief Series*.
<https://bcc.iinstructure.com/courses/1/pages/indigenous-suicide-risk-and-resiliency-factors>

Elliott, E. (2014). A review of "Therapeutic Nations: Healing in an Age of Indigenous Human Rights" by Dian Million. [Book Review]. *Educational Studies*, 50 (4), 398-404. DOI: 10.1080/00131946.2014.924943.

FUNDED PROJECTS AND RESEARCH EXPERIENCE

Principal Investigator **2021-2022**
Covid-19 Curveball: Social and Psychological Dimensions of Student Wellbeing and Community Engagement
University of Washington's Royalty Research Fund (RRF)
Funded: (\$39,974)

Principal Investigator **2019-2021**
Storying Sacred Geographies: Developing an Indigenous and Land-Based Community Assessment
National Academy of Education, The Spencer Foundation Postdoctoral Fellowship
Funded: (\$75,000)

Principal Investigator/Faculty Lead and Research Mentor **2019-2020**
Unite: Ed Research and Practice Emerging Partnerships Grant
Boys and Girls Club of King County and College of Education
Funded: (\$20,000)

Principal Investigator **2018-2019**
ADVANCE at WSU Transitions
Washington State University & National Science Foundation
Funded: (\$21,382)

Co-Investigator **2017-2019**
Rhythm and Timing Exercises for Cerebral Vascular Disease in American Indians, Diversity Supplement
National Institute on Aging (3R01AG049084-02S1)
Funded: 2017-2018 (\$204,275)

Principal Investigator **2017-2019**
Aquaponics for Indigenous Health and Mental Health
Washington State University Health Equity and Resilience Research Collaborative
Funded: (\$10,574)

Project Lead **2016-2017**
Caring Texts: A Strengths-Based, Suicide Prevention Trial in 4 Native Communities
National Institute of Mental Health (R01MH106419-01A1)
Funded: (2016-2021, \$2.8 million)

GRANTS UNDER REVIEW

Principal Investigator

Submitted 9/2024

Fostering Equitable University-Tribal Collaborations: An International Education Initiative in the Pacific Northwest

National Academy of Education, The Spencer Foundation Vision Grants

Requested: (\$75,000)

AWARDS AND HONORS

Center for American Indian and Indigenous Studies Scholars Program (2021-2022, summer salary). Funded by the Andrew W. Mellon Foundation. Year-long research and writing seminar designed to provide intellectual and financial resources to support the completion of a research project.

Center for American Indian and Indigenous Studies Qacag^wac Award (2020, \$10,000). Funded by the Andrew W. Mellon Foundation. To support community engagement and Indigenous knowledge development.

National Children's Research Exchange Fellow (2020, \$10,000): This fellowship is funded by the National Institute on Drug Abuse to facilitate junior faculty professional development and provide career development support to early career investigators.

Center for American Indian and Indigenous Studies Special Research Grant (2020, \$2,000). Funded by the Andrew W. Mellon Foundation. To support early faculty writing projects.

NAEd/Spencer Postdoctoral Fellow (2019, \$75,000). Funded by the National Academy of Education, Spencer Foundation. Research project: *Storying Sacred Geographies: Developing an Indigenous and Place-Based Community Assessment*. <https://naeducation.org/2019-naed-spencer-postdoctoral-fellows/>

Council on Racial, Ethnic, and Cultural Diversity (CRECD) Award (2019). Council on Social Work Education (CSWE). Recognition of outstanding scholarship in racial, ethnic, and cultural diversity in social work education.

Distinguished Dissertation Award (2019). Association for Canadian Studies in the United States (ACSUS) Dissertation: *New Thinking for Intervention: Towards a Culturally Responsive Model of Understanding Indigenous Suicide*. <https://rb.gy/azij4p>

American Educational Research Association Division E Outstanding Dissertation Award (Counseling) (2017). Dissertation: *New Thinking for Intervention: Towards a Culturally Responsive Model of Understanding Indigenous Suicide*. Manuscript: *Insights from Cowichan: A hybrid approach to understanding suicide in one First Nations Collective*.

College of Education Student Commencement Address (2016). College of Education, University of Washington. Seattle, Washington. <https://youtu.be/WXXxG9zum40>

PEER-REVIEWED CONFERENCE PRESENTATIONS & PAPERS

International and national conferences

- Shea, M., **Elliott, E.**, & Guevara, C. (2024). *Learning civic engagement through intersectional care* [Paper]. Revisioning care in the pursuit of educational equity [Symposia]. American Educational Research Association (AERA).
- Elliott, E.** (2023). *Stories of (Re)creation and (Re)emergence: Intersection of land, language, identity, and thought* [Paper canceled]. Practicing collaborative Indigenous research [Symposia]. Native American and Indigenous Studies Association (NAISA).
- Guevara, C., Shea, M., & **Elliott, E.** (2023). *Undergraduate students' perspectives on community support of learning and well-being during COVID-19* [Paper]. Supporting students through Learning Sciences research [Symposia]. American Educational Research Association (AERA).
- Guevara, C., Shea, M., & **Elliott, E.** (2023). *Educating, coming out, and bringing hope: The online sociopolitical lives of undergraduate BIPOC youth* [Paper]. Lifespans of civic engagement: Imagining and enacting justice-centered civic learning trajectories [Symposia]. International Conference on the Learning Sciences (ICLS).
- Elliott, E.** & Meixi. (2022). *Stories of (Re)creation and (Re)emergence: Engaging land-based approaches to education and wellbeing* [Paper]. Storytelling and Storylistening Towards collective learning and relational becoming [Symposia]. International Conference on the Learning Sciences (ICLS). [Virtual].
- Wiglesworth, A., **Elliott, E.**, O'Keefe, V., & Cwik, M. (October 2021). *Addressing suicidality and substance use among Indigenous Peoples: A comprehensive, integrative literature review of land-based approaches* [Paper]. Community connectedness and Native American youth suicide prevention: From research to implementation. [Symposia]. IASR/AFSP International Summit on Suicide Research [Virtual].
- Elliott, E.** & Bang, M. (2021). *Ending Indigenous suicide: Understanding food and land systems as fundamental to Indigenous livelihoods*. [Roundtable Session]. American Educational Research Association (AERA) [Virtual].
- Elliott, E.** & Henne-Ochoa, R. (2021). *Pathways forward for Indigenous language reclamation: Engaging Indigenous epistemology and Learning by Observing and Pitching Into family and community endeavors (LOPI)*. [Paper]. American Educational Research Association (AERA) [Virtual].
- Elliott-Groves, E.** (2020). *Disrupting collective capacities: Understanding suicide in the context of settler colonialism*. [Paper]. Native American and Indigenous Studies Association (NAISA), Toronto, Ontario. <https://www.naisa.org/annual-meeting/> (Conference canceled).
- Meixi & **Elliott-Groves, E.** (2020). *Storywork with homelands towards families' collective continuance*. [Paper]. The power of storytelling and story listening for human learning and becoming. [Symposia]. International Conference on the Learning Sciences (ICLS). Nashville, Tennessee. (Conference canceled).
- Elliott-Groves, E.** (2020). *Why and how communities learn by observing and pitching in: Indigenous axiologies and ethical attunements in LOPI*. [Conference canceled]. American Educational Research Association (AERA). San Francisco, California.

- Elliott-Groves, E. & Bang, M. (2020).** *Understanding Indigenous suicide as a consequence of disruptions to land and food systems.* [Conference canceled]. American Association of Suicidology (AAS) Annual Conference. Portland, Oregon.
- Elliott-Groves, E. (2020).** *Contextualizing Indigenous ways of knowing: Presenting a culturally responsive clinical assessment protocol for mental health.* [Paper]. ResilienceCon 2020. Nashville, Tennessee. (Conference canceled).
- Elliott-Groves, E. & Doxey, M. (2019).** *Exploring suicide in 10 states with the highest AI/AN population.* [Paper canceled]. National Conference on American Indian/Alaska Native Injury and Violence Prevention. Denver, Colorado.
- Elliott-Groves, E. (2019).** *Rethinking practice with culturally diverse communities based on emerging research: Teaching implications.* [Paper]. Council on Social Work Education (CSWE) Annual Program Meeting. Denver, Colorado.
- Elliott-Groves, E. & Doxey, M. (2019).** *Exploring American Indian and Alaska Native suicide trends in 10 highly populated states.* [Paper]. Council of State and Territorial Epidemiologists (CSTE) Annual Conference. Raleigh, North Carolina.
- Elliott-Groves, E. & Doxey, M. (2019).** *Exploring American Indian and Alaska Native suicide trends in 10 highly populated states.* [Paper]. American Association of Suicidology (AAS) Annual Conference. Denver, Colorado.
- Elliott-Groves, E. (2018).** *Indigenous community mental health in the USA and Canada: Engagements with cultural psychiatry (Part 1).* [Paper]. World Congress of the World Association of Cultural Psychiatry. New York, New York.
- Elliott-Groves, E. (2018).** *The Disruption of collective capacities: Understanding suicide in the context of settler colonialism.* [Paper]. American Association of Suicidology (AAS) Annual Conference. Washington, DC.
- Shaw, J., Avey, J., Jansen, K., **Elliott-Groves, E.**, Nelson, L., Slaney, T., & Comtois, K. (2018). *Caring Texts: Tailoring the Caring Contacts suicide prevention intervention for use in Alaska Native and American Indian communities.* [Paper]. American Association of Suicidology (AAS) Annual Conference. Washington, DC.
- Elliott-Groves, E. (2017).** *Contextualizing Indigenous ways of knowing: Presenting a culturally responsive clinical assessment protocol for mental health.* [Paper]. American Indian Research Association (AIRA) Annual Meeting. Pablo, Montana.
- Elliott-Groves, E. (2017).** *Insights from Cowichan: A multilevel approach to understanding suicide in one First Nations collective.* [Paper]. Native American Indigenous Studies Association (NAISA) Conference. Vancouver, British Columbia.
- Elliott-Groves, E. (2017).** *Suicide Prevention in Indian Country: Community-based, tribally engaged research and programs.* [Paper]. American Association of Suicidology (AAS) Annual Conference. Phoenix, Arizona.

- Elliott-Groves, E.** (2017). *Indigenous suicide: The compounding and haunting consequences of settler colonialism*. [Paper]. Division of Psychoanalysis (39), 38th Annual Spring Meeting. New Orleans, Louisiana.
- Elliott-Groves, E.** (2017). *Place-ing relations: Conceptualizing a place-based biopsychosocial assessment*. [Paper]. American Educational Research Association (AERA) Annual Meeting. Washington, D.C.
- Elliott, E.** (2015). *Every Suicide Dies Alone: Individual and collective constructions of self across time*. [Paper]. Association for Canadian Studies in the United States (ACSUS) Biennial Conference. Las Vegas, Nevada.
- Elliott, E.** (2015). *Childhood lost, sovereignty not found: Tensions and complexities under the Indian Child Welfare Act of 1978*. [Paper]. Law and Society Annual Meeting. Seattle, Washington.
- Elliott, E.** (2015). *Is Suicide a reflection of settler colonialism?* [Paper]. American Educational Research Association (AERA) Annual Meeting. Chicago, Illinois.
- Elliott, E.** & Bang, M. (2015). *Nature-culture relations in the launch of learning environments: What does analysis look like from an Indigenous standpoint?* [Paper]. American Educational Research Association (AERA) Annual Meeting. Chicago, Illinois.
- Jegatheesan, B., Warmouth, J., Boyd, S., **Elliott, E.**, Jalani, A., Omori, S., & McCune, S. (2012). *The role of companion animals in the family systems of children from diverse cultures in the United States*. [Paper]. International Society for Anthrozoology Conference (ISAZ). Cambridge University, United Kingdom.
- Jegatheesan, B., **Elliott, E.**, & Sheehy, P. (2012). *Culturally competent and ethical research with Indigenous peoples: Methodological challenges, guidelines and lessons learned from Seattle, Hawaii, and British Columbia*. [Paper]. International Congress of Qualitative Inquiry. Chicago, Illinois.
- Elliott, E.**, & Jegatheesan, B. (2011). *What happens when a First Nations child is raised in a monolingual home? Thoughts from the community on Indigenous language and parenting*. [Paper]. Association for Canadian Studies in the United States (ACSUS) Biennial Conference. Ontario, Canada.
- Jegatheesan, B., Omori, S., **Elliott, E.**, & McCune, S. (2010). *Cultural variations in parenting practices to develop empathy in children through the child-pet relationship*. [Paper]. International Association of Human-Animal Interaction Organizations. Stockholm, Sweden.

INVITED KEYNOTES & LECTURES

- Elliott, E.** & Goldman, A. (2024). *Designing for Ontological Shifts in Community Psychology: Leveraging Indigenous Intellectual Theories and Practices*. Dr. Carlos Montezuma Annual Native Health Lecture. Feinberg School of Medicine, Northwestern University. Chicago, Illinois.
- Craig, A., Jacobs, M., & **Elliott, E.** (2022). *Justice for These Territories! Indigenous Lifeways, Leadership, & #LandBack*. University Council for Educational Administration (UCEA). UCEA Social Justice Keynote. Seattle, Washington.
- Elliott-Groves, E.**, Craig, A., & Paris, D. (2021). *Dreaming Collective Relationality: Sharings from Cowichan, Yakama, and Black perspectives*. Center for American Indian and Indigenous Studies (CAIIS) Symposium. University of Washington. Seattle, Washington.

Elliott-Groves, E. (2018). *Restoring Indigenous Relations: Our pathway toward healing from our trauma*. American Indian Health Commission (AIHC) and Washington State Intertribal Youth Suicide Summit. Port Gamble S'Klallam Tribe. Kingston, Washington.

Strong, Z. & **Elliott-Groves, E.** (2017). *Indigenous Research Methodology: Ethics & academia*. Washington State University Indigenous Research Convention for Education, Health, and Social Sciences. Pullman, Washington.

Elliott-Groves, E. (2017). *Helping & Healing our Relations: A cultural approach to mental health assessment*. Hope, Help, and Healing Gathering. Vancouver Island Health Authority. Vancouver Island, British Columbia.

Elliott-Groves, E. (2017). *Walking Hand in Hand: Cultural approaches to embracing life*. 7th Annual Suicide Prevention Walk. Tsapowum Chehalis Tribal Behavioral Health. Oakville, Washington.

INVITED TALKS & PANELS

Elliott, E. & Espelage, D., et al. (October 2024). *Student and Educator Mental Health: The K-12 Crisis and How Research Can Help To Address It* [Panelist, plenary session]. National Academy of Education October 2024 Annual Meeting.

Elliott, E. (November 2024). *Indigenous and land-based learning and healing: A case study in Land Education* [Virtual]. University of Toronto, Critical Health and Social Action Suicide Justice Webinar series.

Gone, J., Crouch, M., **Elliott, E.**, Fish, J., & Shea, H. (2024). *Indigenous Knowledges as Research Methodologies in Psychology: Anticolonial Applications of Indigenous Ways of Knowing by Native Psychologists* [Virtual panel]. American Psychological Association, Science Training Sessions—APA Division 5 (Quantitative and Qualitative Methods), and The Society of Indian Psychologists (SIP).

Rogoff, B., Bang, M., Marin, A., **Elliott, E.**, & Dayton, A. (2024). *Learning by Observing and Pitching Into Family and Community Endeavors: Learnings across North American contexts* [Virtual panel]. University of Santa Cruz, Department of Psychology.

Elliott, E. (2024). *Theoretical and Critical Foundations of Indigenous Social and Emotional Learning*. 2024 Alaska Indigenous Research Program. Alaska Native Tribal Health Consortium (ANTHC) and Alaska Pacific University (APU), Anchorage, Alaska (Talk canceled).

Elliott, E. (2023). *Theoretical and Methodological Entanglements of Indigenous Storying: Frameworks for human learning, development, and wellbeing*. [Virtual]. 2023 Alaska Indigenous Research Program. Alaska Native Tribal Health Consortium (ANTHC) and Alaska Pacific University (APU), Anchorage, Alaska.

Elliott, E. (2023). *Theoretical and Methodological Entanglements of Indigenous Storying: Frameworks for human learning, development, and wellbeing*. Center for Cross-Cultural Research, Western Washington University. Bellingham, Washington.

Elliott, E., McDaid Barry, N., & San Pedro, T. (2023). *Indigenous Perspectives on Connecting Food-Energy-Water Nexus to People*. [Virtual]. National Collaborative for Research on Food, Energy, and Water Education (NC-FEW).

Elliott, E. (2023). *Indigenous Storying: Frameworks for human learning, development, and wellbeing*. [Virtual]. Winter Brown Bag Series. University of Alaska Anchorage.

San Pedro, T. & **Elliott, E.** (2022). *Indigenous Storying: (Re)centering Relationships in Educational Research*. [Virtual]. University of South Carolina, College of Education. Centering Diaspora Symposium.

Elliott, E. (2022). *Indigenous Mental Health: Storying as Survival, Healing, & Transcendence*. [Virtual]. Harborview Injury Prevention and Research Center, University of Washington. Seattle, Washington.

Elliott-Groves, E., & Sylvester, D. (2021). *Sacred Breath: Indigenous Writing and Storytelling*. [Virtual]. American Indian Studies, University of Washington. Seattle, Washington.

Elliott-Groves, E. (2021). *Equity and Mental Health*. [Virtual]. Northwest Positive Behavior Interventions and Supports. Seattle, Washington.

Elliott-Groves, E. (2021). *Co-Designing Toward Transformation: From research to practice*. [Virtual]. UW Leadership Education in Adolescent Health (LEAH). University of Washington & Seattle Children's Hospital. Seattle, Washington.

Elliott-Groves, E. (2021). *"Becoming an Otherwise": Engaging Indigenous Systems of Relationality Toward Active Transformation*. [Virtual]. Faculty Retreat. University of Washington, College of Education. Seattle, WA.

Elliott-Groves, E. (2021). *From Prevention to Transformation: Engaging Indigenous systems of relationality to co-design change in community psychology*. [Virtual]. Webinar 2021: Behavioral Health Series. University of Washington, Continuing Nursing Education. Seattle, WA.

Elliott-Groves, E. (2021). *Addressing Structural Racism in and through Work as a Prevention Scientist: How the new generation of scholars is making change.* [Virtual panel]. Society for Prevention Research Virtual 29th Annual Meeting.

Elliott-Groves, E. (2021). *Charting your Course through Employment for AI/AN Focused Prevention Research Scholars*. [Virtual panel]. Society for Prevention Research Virtual 29th Annual Meeting.

Elliott-Groves, E. (2021). *Indigenous Systems of Relationality: Designing for transformative agency in Indigenous Community Psychology*. [Virtual]. UW School Mental Health Assessment, Research, & Training (SMART) Center 2021 Virtual Speaker Series. Seattle, Washington.
<https://www.youtube.com/watch?v=tPKmN3xFPhg>

Elliott-Groves, E., Meixi, Ramey, B., Shendo, B., Yazzie, B., Casillas, V., Yellowhorse, L., & Gorman, K. (2020). *Indigenous Perspectives on World Building*. [Virtual panel]. Environment, Communities, and Organization (ECO), Community-Based Research & Practice. University of Washington, College of Education. Seattle, Washington.

Elliott-Groves, E. (2020). *A Culturally Grounded Biopsychosocial Assessment Utilizing Indigenous Ways of Knowing with the Cowichan Tribes*. [Virtual talk]. UW Leadership Education in Adolescent Health (LEAH). University of Washington, Department of Pediatrics. Seattle, Washington.

- Elliott-Groves, E.** (2020). *Matriarchs Speak: Hope, strength, and resilience for our future #suicideprevention*. [Virtual panel]. Urban Indian Health Institute. Seattle, Washington. <https://www.youtube.com/watch?v=bgGS4hiopG8&feature=youtu.be>
- Elliott-Groves, E.** (2020). *Restoring Indigenous Relationality: Our hope for tomorrow*. [Virtual talk]. Indigenous Speaker Series. Two Feathers Native American Family Services. McKinleyville, California. <https://www.youtube.com/watch?v=4S2rwVQzc2s&t=259s>
- Elliott-Groves, E.** (2018). *Solutions Within: Regenerating Indigenous relations to address collective trauma*. [Invited talk]. Trauma Prevention and Recovery Symposium. University of Oklahoma Health Sciences Center, College of Public Health. Tulsa, Oklahoma.
- Elliott-Groves, E.** (2018). *Accounting for Suicide in Cowichan: Understanding individual and collective-level explanations for Indigenous suicide*. [Invited talk]. City of Seattle Human Services Department. Seattle, Washington.
- Elliott-Groves, E.** (2018). *Where Hope Lies: Regenerating Indigenous relationships for individual and community healing*. [Invited talk]. Health Choice Arizona. Annual Tribal Summit, Flagstaff, Arizona.
- Elliott-Groves, E.** (2018). *The Sum of all Our Parts: Critical perspectives of Indigenous suicide*. [Invited talk]. Office of Public Health Studies, University of Hawai'i at Mānoa. Honolulu, Hawai'i.
- Elliott-Groves, E.** (2017). *Understanding suicide in the context of settler colonialism/designing interventions in the service of social transformation*. [Invited talk]. Suquamish Tribe Native Educators [Symposium]. Suquamish, Washington.

PROFESSIONAL DEVELOPMENT TRAINING FOR EDUCATORS & PRACTITIONERS

- Elliott, E.** (2023). *Confronting the Discomfort of Change: Transforming Community Psychology*. Center for Cross-Cultural Research, Western Washington University. Bellingham, Washington.
- Elliott-Groves, E.** (2018). *Fostering Culturally Grounded Learning Spaces: From theory to practice*. [Practitioner Professional Development]. Summer Teacher Institute. Culturally Responsive Indigenous Science: Connecting Land, Language, and Culture. Washington State University, Pullman, Washington.
- Elliott-Groves, E.** (2017). *New Thinking for Intervention: Aquaponics and hands-on ecosystem science*. [Invited talk]. STEM Pathways Partnership: Summer STEM Immersion Workshop and Northwest Earth and Space Sciences Pipeline. [Practitioner Professional Development]. University of Washington School of Oceanography and Suquamish Tribe. Suquamish, Washington.
- Elliott-Groves, E.** (2017). *Cultural protective factors for suicide prevention*. [Invited talk]. Ts'ewulhtun Health Centre, [Practitioner Professional Development]. Cowichan Tribes, Duncan, British Columbia.
- Elliott-Groves, E.** (2017). *Understanding Indigenous Suicide: A multi-faceted approach*. [Practitioner professional development]. Kadlec Regional Medical Center. Richland, Washington.
- Elliott-Groves, E.** (2017). *Insights from Cowichan: Individual and collective explanations for suicide*. [Practitioner professional development]. University of Washington's Behavioral and Psychiatry Department, Harm Reduction Center. Seattle, Washington.

Elliott, E. (2015). *Suicide amongst Indigenous Populations: Linking the Interpersonal Theory of Suicide to Historical and Contemporary Contexts*. [Practitioner professional development]. Community Psychiatric Clinic. Seattle, Washington.

Elliott, E. (2014). *Embracing Life: Indigenous Youth Suicide*. [Practitioner professional development]. Tulalip Tribes Health Center. Seattle, Washington.

Poster presentations

Elliott-Groves, E. (2020). *Storying Sacred Geographies, Phase 1: Establishing cultural design commitments*. [Poster canceled]. Poster session for NAEd/Spencer Postdoctoral Fellows and Awardees. American Educational Research Association (AERA) Annual Meeting. San Francisco, California.

Meixi & **Elliott-Groves, E.** (2017). *Learning by Observing and Pitching In” Supports Building Relational Reciprocity for Community Resiliency and Strength*. [Poster]. Learning by Observing and Pitching In (LOPI). Preconference, International Society for Cultural-historical Activity Research. Quebec City, Quebec.

McGinty, M., & **Elliott, E.** (2016). *Losing Land, Losing Futures: Settler colonial discourse, climate change and land disconnection*. [Poster]. American Educational Research Association (AERA) Annual Meeting. Washington, D.C.

TEACHING AND CLINICAL EXPERIENCE

Instructor

EDUC 473: Community-Based Research and Practice	2020+
EDPSY 581: Land-based and Indigenous Approaches in Education	2020+
EDC&I 581: Design-based Research Methods, Part 1	2022+
EDPSY 581: Social and Emotional Learning – Diverse Perspectives	2024+

Teacher Workshop Facilitator

College of Education, Washington State University 2018

Harm Reduction Treatment for Alcohol (HaRT A) Interventionist

Department of Psychiatry and Behavioral Sciences, University of Washington 2016

Child and Family Therapist

Community Psychiatric Clinic 2015

Domestic Violence Advocate

King County Prosecuting Attorney’s Office, Protection Order Advocacy Program 2015

Lead Primary Teacher (Pre-K)

Cedar River Montessori, Renton, Washington 2005-2011

Lead Primary Teacher (Pre-K)

Cedars Montessori, Fall City, Washington 2004-2005

Lead Primary Teacher (Pre-K)

Sammamish Montessori School, Redmond, Washington 2000-2005

GUEST LECTURES

<i>Theoretical and Methodological Entanglements: Language, Land, Identity, Thought</i> College of Education, University of Washington	2023
<i>Land-based Approaches to Health and Mental Health</i> Organizational Leadership, Policy, and Development, University of Minnesota	2023
<i>Storying as Methodology: The Nature of knowledge and human-meaning Making</i> Integrated Perspectives in Mixed Methods Action Research, Salish Kootenai College	2022
<i>Trauma Heals in the Presence of Caring Others</i> University Honors Program, University of Washington	2020
<i>Critical Indigenous Perspectives: The Mental Health Consequences of Settler Colonialism</i> School of Medicine, University of Washington	2020
<i>The Mental Health Consequences of Settler Colonialism</i> School of Medicine & Public Health, University of Washington	2020
<i>Authentic Partnerships Panel: Community based participatory research</i> School of Social Work, University of Washington	2019
<i>Community-Based Practice and Research</i> College of Education, University of Washington	2019
<i>Tribal Nation Leadership Building</i> Native Programs, Washington State University	2019
<i>Human Behavior in the Social Environment</i> School of Social Work, University of Washington	2018
<i>Research and Grant Writing: Sharing Our Stories Panel</i> School of Social Work, University of Washington	2018
<i>Health Behavior Change</i> Office of Public Health Studies, University of Hawai'i at Mānoa	2018
<i>Advanced Social Welfare Research and Evaluation</i> School of Social Work, University of Washington	2017
<i>Clinical Professional Seminar</i> Antioch University	2016
<i>Community-Centered Practice with Diverse Children, Families, and Youth</i> School of Social Work, University of Washington	2016
<i>Criminality and "Deviance" in Native Communities</i> American Indian Studies, University of Washington	2016

<i>Advanced Social Welfare Research and Evaluation</i> School of Social Work, University of Washington	2016
<i>Alumni and Graduate Student Panel</i> School of Social Work, University of Washington	2016
<i>Clinical Practice Professional Seminar</i> Antioch University	2015
<i>Family Healing</i> School of Social Work, University of Washington	2016
<i>Child and Youth Care First Nations Elder Teachings</i> Vancouver Island University	2013
<i>Indigenous Feminisms</i> Gender, Women, & Sexuality, University of Washington	2013
<i>Interventions for Families of Children with Disabilities</i> College of Education, University of Washington	2012
<i>Families and Young Children with Special and Diverse Needs</i> College of Education, University of Washington	2011

PROFESSIONAL SERVICE

Local

<i>Board Member.</i> Red Eagle Soaring Native Youth Theater. Seattle, Washington.	2022-present
<i>Board Member.</i> Indigenous Education Advisory Board. College of Education, Seattle.	2021-present
<i>Contributor.</i> Well-being for Life & Learning: A Guidebook for Advancing Student Well-being at the University of Washington.	2020
<i>Board Member.</i> Na'ah Illahee Fund, Seattle, Washington	2016-2020
<i>Co-President.</i> Native Organization of Indigenous Scholars, University of Washington	2013-2014
<i>Food Service.</i> Chief Seattle Club Annual Thanksgiving Feast, Seattle, Washington, 2018	
<i>Cultural presentation.</i> American Indian Higher Education Consortium	2018
<i>Panel Discussant.</i> King County Mental Illness and Drug Dependency Review Board	2016

International and national service

Mentor (Spencer Foundation Dissertation or Postdoctoral Fellow)	2024-present
Tribal Advisory Board. Center for Environment Health Equity (CEHE).	2024-present
Grant Reviewer (Spencer Foundation, Large Grant Review Panel)	2024-present
Reviewer (Oxford Bibliographies)	2024-present
Invited Participant (Spencer Foundation, Student Experience & Measurement in K-12)	2023
Editorial Board (American Review of Canadian Studies)	2020-2023
Grant Reviewer (Spencer Foundation, Research-Practice Partnerships)	2021-present
Grant Reviewer (Spencer Foundation, Small Grant Review Panel)	2020-present
Senior Reviewer (International Conference of the Learning Sciences)	2020-present
Editorial Board (Tribal College and University Research Journal)	2020-Present
Journal Reviewer (Tribal College and University Research Journal)	2020-Present
Journal Reviewer (Cultural Diversity and Ethnic Minority Psychology)	2019-present
Journal Reviewer (Transcultural Psychiatry)	2018-present

Journal Reviewer (Journal of American Indian Studies)	2018-present
Journal Reviewer (Educational Studies)	2017-present
Journal Reviewer (Suicide and Life-Threatening Behaviors)	2015-present
Abstract Reviewer (American Educational Research Association)	2013-present
Grant Reviewer (Spencer Foundation- Lyle Spencer Research Awards)	2019
Abstract Reviewer (American Association of Suicidology, Annual Conference)	2018
Awards Committee Member (American Educational Research Association)	2016
Community presentation (World Suicide Prevention Day), Cowichan Tribes, British Columbia	2016

STUDENT ADVISING

Faculty advisor

Huiyu Lin (Doctoral student, Learning Sciences & Human Development)	2020-present
Susan Hou (Doctoral student, Learning Sciences & Human Development)	2023-present
Courtney Jackson (Doctoral student, Learning Sciences & Human Development)	2024-present

Dissertation committee membership and *Graduate school representative (GSR)

Meaghan Ferrick (Doctoral student, School Psychology)	2020-present
---	--------------

Degree awarded

Christina Guevara, Learning Sciences & Human Development, Ph.D. (Committee member)	2024
Alayna Eagle Shield, Culturally Sustaining Education, Ph.D. (Committee member)	2024
Anastasia Sanchez, Learning Sciences & Human Development, Ph.D. (Committee member)	2024
Susan Brown Trinidad, Learning Sciences & Human Development, Ph.D. (Committee member)	2023
Kaleb Germinaro, Learning Sciences & Human Development, Ph.D. (Committee member)	2023
Andrew Amabile, School Psychology, Ph.D. (Committee member)	2023
Susan Hou, Learning Sciences & Human Development, M.Ed. (Reader)	2023
Ari Hock, Learning Sciences & Human Development, M.Ed. (Reader)	2023
Megan Mueller, Earth & Space Sciences, Ph.D. (Graduate school representative)	2021

Additional mentor roles

Kourtney Kawano (Spencer Dissertation Fellow, University of California, Los Angeles)	2024 – present
Seth Allard (Robert Wood Johnson Doctoral Fellow, Wayne State University)	2023-2024
Patricia Johnson (Banting Postdoctoral Fellow, UW Canadian Studies)	2020-2022
Cory Campbell (Community Research Partner, Unite Eds)	2020-2021
Elizabeth Wright (Postdoctoral Project Lead)	2020-2021
Alayna Eagle Shield (Graduate Research Assistant)	2020-2021
Maylynn Riding In Warne (Doctoral student, University of North Dakota)	2020-2021

TRAINING AND CERTIFICATIONS

2020	How to write about qualitative research. American Educational Research Association (AERA). [Virtual professional development].
2019	<i>National Institute of Health, Grant Writing</i> . Two-day training. Urban Indian Health Institute, Seattle Indian Health Board. Seattle, Washington.
2019	<i>Harm Reduction for Substance Use: Meeting Clients Where They're At</i> . One-Day training. Harm Reduction Research and Training Center. Seattle, Washington.
2019	<i>Nutritional and Integrative Interventions for Mental Health Disorders: Non-Pharmaceutical Interventions for Depression, Anxiety, Bipolar & ADHD</i> . One-day training. Bellevue, Washington.
2019	<i>Certified Clinical Trauma Professional</i> . Two-day trauma competency training. Seattle, Washington.

- 2018** *Psychometrics in Healthcare Research* (summer quarter). Washington State University. Spokane, Washington.
- 2018** *Stats Camp: Statistics Training Seminar*. Five-day seminar. Psychometrics. Albuquerque, New Mexico.
- 2017** *Building Therapeutic Relations*. One-day training. Wellspring Counseling. Seattle, Washington.
- 2017** *The Amazing Adolescent Brain: Challenges, Opportunities, and Promising Interventions*. Northwest Children's Fund. Seattle, Washington.
- 2016** *Grantwriting Uncovered: Maximizing Strategies, Help, Opportunity, Experience (GUMSHOE)*. University of Colorado Anschutz Medical Campus and Washington State University, Spokane, Washington.
- 2016** *Working with Suicidal Clients*. Suicide Prevention Training. Wellspring Counseling. Seattle, Washington.
- 2016** *HIPAA Compliance*. University of Washington, Medical Compliance Department. Online.
- 2016** *Trauma, Attachment and Neuroscience with Bessel A. van der Kolk, MD: Brain, Mind, and Body in the Healing of Trauma*. PESI, Inc. Seattle, Washington.
- 2016** *Assessing and Managing Suicide Risk: Core Competencies for Mental Health Professionals*. Suicide Prevention Training. Forefront: Innovations in Suicide Prevention. Seattle, Washington.
- 2016** *College of Education Faculty and Staff, Suicide Prevention Training*. Suicide Prevention Training. Forefront: Innovations in Suicide Prevention. Seattle, Washington.
- 2015** *Critical Incident Reporting. Extraordinary Occurrences*. Community Psychiatric Clinic. Seattle, Washington.
- 2015** *Adolescent Suicide*. Relias Learning. Online.
- 2015** *Clinical Foundations: Documentation and Billing*. Community Psychiatric Clinic. Seattle, Washington.
- 2015** *Cultural Diversity*. Relias Learning. Online.
- 2015** *Cultural Competency*. Relias Learning. Online.
- 2015** *Clinical Foundations: Crisis Intervention*. Community Psychiatric Clinic. Seattle, Washington.
- 2015** *Clinical Foundations: Client Benefits, Funding, and Financial Case Management*. Community Psychiatric Clinic. Seattle, Washington.
- 2015** *Clinical Foundations: Involuntary Treatment*. Community Psychiatric Clinic. Seattle, Washington.
- 2015** *Clinical Foundations: Supportive Housing and Residential Services*. Community Psychiatric Clinic. Seattle, Washington.
- 2015** *Clinical Foundations: Introduction to the Recovery Model, Behavioral Health Disorders, and DSM V*. Community Psychiatric Clinic. Seattle, Washington.
- 2015** *CMS Medicare Parts C and D Compliance Training*. Relias Learning. Online.
- 2015** *Diagnoses and Treatment of Anxiety Disorders*. Relias Learning. Online.
- 2015** *Dialectical Behavioral Therapy: An Introduction*. Relias Learning. Online.
- 2015** *Working with Suicidal Clients*. Suicide Prevention Training. Wellspring Counseling. Seattle, Washington.
- 2015** *Valuing Diversity in the Workplace*. Relias Learning. Online.
- 2015** *Workplace Violence*. Relias Learning. Online.
- 2015** *HIPAA for Healthcare Professionals: How to Avoid Disciplinary and Malpractice Actions*. Online.
- 2015** *Motivational Interviewing*. Online.
- 2015** *CPR/First Aid*. American Heart Association. Seattle, Washington.
- 2015** *At-Risk for University & College Faculty (Suicide Prevention Training)*. Kognito. Online.
- 2015** *Assessing and Managing Suicide Risk: Core Competencies for Mental Health Professionals*. Suicide Prevention Training. Forefront: Innovations in Suicide Prevention. Seattle, Washington.
- 2015** *Forefront: Innovations in Suicide Prevention*. Suicide Prevention Training. Seattle, Washington.
- 2015** *HIPAA Compliance*. University of Washington, Medical Compliance Department. Online.

2014 *Applied Suicide Intervention Skills Training*. Suicide Prevention Training. Duncan, British Columbia.

PROFESSIONAL AFFILIATIONS

Associated Canadian Studies in the United States	2011+
American Educational Research Association	2013+
American Indigenous Research Association	2013+
Society for Research in Child Development	2014+
Native American and Indigenous Studies Association	2014+
Council on Social Work Education	2014+
National Association of Social Workers	2014+
American Association of Sociology	2016+
Division 39 (Psychoanalysis), American Psychological Association	2017+
World Association of Cultural Psychiatry	2018+