

Residential School Attendance and Negative Adult Outcomes

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Chelsea Ernhofer

Research Question

To what extent can the psychological theory of adverse childhood experiences (ACEs) be applied to Canadian First Nations residential school attendees in order to explain negative social and psychological outcomes?

Background

- History of Residential Schools
- First Nations outcomes and general statistics
- Truth and Reconciliation Commission



Past Research

ACEs

Adverse experiences during childhood are linked with several negative adult outcomes:

- Depression and mental health (Chapman et al. 2004; Edwards et al. 2003; Dahl et al. 2017)
- Learning disabilities (Felitti et al. 1998)
- Alcohol and Drug abuse (Anda et al. 2002; Dube et al. 2003)
- Early deaths and Suicide attempts (Dube et al. 2003; Afifi et al. 2008; Danese et al. 2009)



First Nations

Residential School attendance has been previously correlated with negative adult outcomes:

- Suicidal thoughts and attempts (Elias et al. 2012)
- Poor health and quality of life (Barton et al. 2005)
- Educational attainment (Barnes et al. 2006)

Current research has not yet explored the mechanisms behind these outcomes.

Data and Proposed Methods

Data

Over 700 interview transcripts taken
by the Truth and Reconciliation
Commission in Canada

Taken from 2008-2015

Never before used in
statistical/quantitative analysis

Proposed Methods - Text Analysis & General Linear Models

Text Analysis

- Detect ACEs and key demographic variables (Pennebaker and Stone 2003; Mehl et al. 2006; Newman et al. 2008)
- Evaluate social and psychological state indicators:
 - ◆ **Emotionality** (Blonder et al. 2005; Djikic et al. 2006)
 - ◆ **Depression** (Arguello et al. 2006; Baddeley and Singer 2008)
 - ◆ **Social connections to group** (Pressman and Cohen 2007)
 - ◆ **Education level/social class** (Guastella and Dadds 2006; Centerbar et al. 2008)

GLMs

- Measure the relationship between ACEs/demographic variables and adult outcomes
 - ◆ Test whether increased exposure to adverse experiences in Residential Schools leads to poor emotional/psychological state
- Benefits of GLMs:
 - ◆ Ability to measure a potentially nonlinear relationship
 - ◆ Finds/explains relationships between variables

Questions?

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