

INDIAN CHILDREN'S PROGRAM

Executive Summary

1st Semi Annual Report
October 1, 2009- March 31, 2010

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Introduction

This report summarizes the data reported in the first semi-annual report for the Indian Children's Program (ICP), contract # HHSP23320100001IC. The report includes information and data on services provided to children and families, training and technical assistance, and community services provided for the first six month period of the contract (October 1, 2009 - March 31, 2010).

Background

The Indian Children's Program (ICP) is a service program funded by a contract from the U.S. Division of Behavioral Health, Indian Health Service (IHS) to a consortium of three University Centers for Excellence in Developmental Disabilities (UCEDD). The Consortium members include the Center for Persons with Disabilities at Utah State University, Logan, UT, the Institute for Human Development at Northern Arizona University, Flagstaff, Arizona, and the Center for Development and Disability at the University of New Mexico, Albuquerque, New Mexico. Under these contractual arrangements, the Consortium has provided continuous services to the catchment area over the past 20 years.

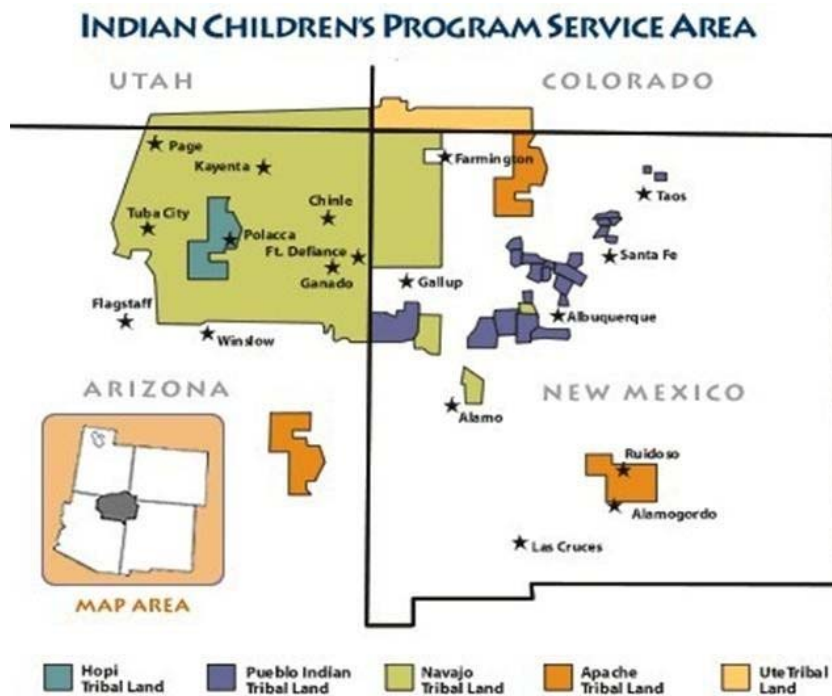
The purpose of the ICP is to strengthen and build the capacity of families and to fill gaps in the services provided to children and families with special needs in the catchment area. The IHS contract specifies that services provided by the ICP will be determined by the needs of the children and families referred by parents and local service agencies in the catchment area. Rather than providing a predetermined list of services for specified types of problems, ICP services are requested by local community service agencies (i.e., IHS clinics, tribal organizations, public schools, BIE schools, and parents) for services that these agencies are unable to provide. All ICP services are coordinated with and through these local service

agencies in an effort to fill gaps and strengthen the service providers' capacity to meet the needs of the children in their agency with disabilities or special health needs.

Where possible, ICP services are delivered either in the homes or in the facilities of community service organizations where families live. ICP services are designed to be culturally relevant and to fill in gaps between service systems utilizing local expertise to the extent possible. Parents and other family members are involved in the assessment and treatment process, along with staff members from local service agencies which serve the needs of the child and families, such as Head Start programs, preschool, school programs, or IHS clinics, etc. More details about the assessment and service model used by the ICP and the specific agencies we work with are provided in the full semi-annual report and on the project website at <http://www.icpservices.org>

The area served by the ICP is specified in the contract with IHS and includes the Navajo and Hopi reservation, the Pueblo tribes of Northern New Mexico, and Apache, Mescalero, and Jicarilla tribes in New Mexico, and Havasupai in Arizona. Figure 1 illustrates the geographic scope of the Indian Children's program service area.

Figure 1.



Referrals. The ICP accepts referrals for direct services to children and families with special needs and requests to provide staff and parent training from IHS clinics, tribal organizations, schools, Head Start Programs, and families in the catchment area. Referrals from the Arizona and the southern Utah area are forwarded to the Institute for Human Development at Northern Arizona University in Flagstaff. Requests from the New Mexico side of the catchment area – Navajo, Pueblo, and Apache tribal lands, etc., are forwarded to the Center on Development and Disability at the University of New Mexico in Albuquerque. Detailed information on the services provided, how to refer, training, and copies of reports are available on the ICP Website at www.icpservices.org.

Direct Services

During the past 6-month period, 360 children received pre assessment, assessment, and post assessment services. IHS physicians and clinics were the source of most referrals. Often a child is referred by a combination of referring agencies. The age groups of children referred range from preschool through high school age group levels. The most common presenting problem of children referred was for educational or psychoeducational services, closely followed by speech and language diagnosis, and training. Virtually all children assessed by the ICP team were referred to one or more of the local service agencies for the treatment and intervention which was recommended in the jointly developed treatment planning process.

Figure 2 identifies communities in the catchment area where direct services were provided by the ICP during the 1st semi-annual period (October 1, 2009 - March 31, 2010).

Training and Technical Assistance

In addition to direct services, the expertise of the ICP staff is often called upon to provide in-service training; demonstration of special instructional or therapeutic techniques, and/or to conduct workshops on procedures and provide information on specialized topics such as behavioral problems, autism, motor development, etc. When a community service agency requests training or technical assistance which is beyond the specialization of ICP staff, other specialists within the home universities (UNM and NAU) can be called upon to present these workshops.

Requests for training were made from a variety of community service agencies, and virtually all of the requesting agencies participated by providing space, shared resources, materials, released time, as well as travel expenses for participants.

During the past 6-month period, 43 separate training events were conducted by the ICP staff in 12 different community locations. Over 150 individuals participated in these training events through workshops, professional development, inservice, or demonstrations provided by ICP staff. An additional 180+ individuals participated in lectures or conference presentations conducted by ICP staff addressing a specific topic or providing information on how to refer and obtain services from the ICP. Detailed information on the training events provided by the ICP which includes dates, locations, presenters, topics, requesting agencies, and the make-up of participants is contained in the monthly Training and Technical Assistance logs on the ICP website: www.icpservices.org

The training activities provided by the ICP are systematically evaluated by the participants. The results of these evaluations, suggestions, and comments are taken into consideration in the planning for future training events.

Consumer Evaluation. In an effort to evaluate the services provided by the ICP, consumer satisfaction data is collected. During the past six-month period, complete consumer

satisfaction information was taken from 64 respondents. All but one response expressed “high satisfaction” or “satisfaction” with the services provided. The family satisfaction data was consistent with that provided during the first six months of the contract year. Verbal comments were complimentary towards ICP professional staff and the courteous manner in which families were treated.

Summary

There are a variety of service agencies within the catchment area served by the ICP (IHS clinics, BIE schools, public schools, Head Start, early intervention programs, various tribal programs, etc.). In addition there are various private organizations or faith-based service programs that address human service needs. Most of these agencies provide generic services (i.e., health, education, child development, etc.). Services that focus on children and families with special needs are limited. When one considers the number of service agencies in the area, one would assume there would be a great deal of overlap or duplication. However, this is not the case. Each service agency has their own unique regulations and defined boundaries, jurisdictional responsibilities, and definitions of eligibility and disability

Many gaps exist between service agencies in the number and depth of services they can provide. In many cases, services to children with special needs tend to fall in these gaps, and they are often overlooked or bypassed. As a result, most local service agencies look to ICP to assist them in evaluating children and developing treatment and therapy plans. The ICP staff often work to link programs and bring service providers together in an effort to develop, implement, and unify evaluation and service treatment plans (service coordination). The ICP often provides a bridge between the various local programs. One of the most frequently requested services from ICP staff is “follow along” and/or “case management.” This service monitors the progress of therapy or instruction of a child through a recommended treatment process.

This report is but a brief summary of the much more detailed report of ICP services that is presented in the semi-annual report and in the monthly activity logs that are available on the ICP website www.icpservices.org. The ICP website also provides background information on the ICP, special initiatives undertaken, forms and procedures for making referrals, as well as a calendar of upcoming training events.