

ATTI Hoonah Training

September 23-24, 2010

Hoonah, AK



Back Row: Anna Jack, (HS), Claire Fordyce (HS), Jackie Bell,(ILP), Lynne Osheim,(PAT), Jennifer George,(HCS), and Bev Ingram, (ATTI Trainer).

Front Row: Janice Byers, (HS), Heather Wheeler, (ATTI Trainer),Tesh Miller (HCS).

Not Pictured: Darlene See, (PAT) Charla Wright, (HCS), Mary Beth Moss,(Parent), Carrie Lindoff, (PAT), Veronica Dalton, (PAT), Judy Bitz, (PAT)

2004 Hoonah Vision Statement

*The Hoonah Transition Team will collaborate to provide an inclusive, smooth, timely, and culturally sensitive transition process for **families and their** (Bev added) children birth to age 8.*

Guiding Principles for Vision (everyone took on a different role)

- Parents:
 - 1) Open book – I want to be there! Testing paperwork to me. Closed book discussion with releases. 3 month support/help then go away.
 - 2) Transition will help my child receive fluid and continuous support and help me connect to the team. I will participate on and provide me with information about what resources the agency has available.
 - 3) As a parent I believe that transition will be understandable, (clear), focused on my child, positive, and organized.
- Early Intervention:

- 1) I believe that transition will involve collaborative communication between all parties involved.
- Head Start:
 - 1) I believe that transition will be smooth, informative, and cooperative.
- Administration:
 - 1) Transition will be inclusive, scheduled, and meet sped criteria?
 - 2) I believe that transition will: 1- follow federal regulations/guidelines and other legal parameters. 2- be guided by policies. 3- provide best services possible given limited staff/resources/funding.
- School District:
 - 1) I believe that transition includes paperwork and planning.
 - 2) Best for each child
- PAT:
 - 1. Inclusive

Ground Rules for Meeting and Discussion:

- Assume goodwill
- Have a clear purpose
- Be Interactive
- Participants speak truth/honesty
- Be present, be engaged, be prepared
- Make environment safe
- Respect others opinions
- Have agenda / set and keep time limits
- Maintain confidentiality
- Meaningful outcome
- Keep sidebars to a minimum / stay on topic
- SDC (spelling doesn't count)
- Provide listening and wait time

Training Needs Survey Results: (12 completed the survey)

<u>Subject</u>	<u>Not Usually</u>	<u>Sometimes</u>	<u>Always</u>	<u>Don't Know</u>
1. Transition planning	50%	36%	7%	7%
2. Understanding IDEA	21%	42%	14%	21%
3. Family involvement	14%	21%	57%	7%
4. Coordinated/met timelines	8%	50%	-	41%
5. MOA	38%	23%	7%	30%
6. Assessment Coordination	30%	30%	15%	23%
7. Staff & family support	8%	58%	16%	16%
8. Follow-up	30%	46%	-	23%
9. Transition team	23%	53%	7%	15%

Desired Outcomes for Training:

1. To understand more about ATTI and other agencies in Hoonah.
2. To develop more clarity if a 2 year old in transition can attend HS classroom on a regular basis with parent.

3. We used to have a strong working team that has pulled apart over the years – would like to redevelop with new staff.
4. Would like more cooperation/communication between agencies.
5. Have new staff trained in transition process.
6. Would like to know specifics on what program needs to do with special needs children going to school district. What is my role?
7. More coordination, collaboration, and organization for parents and children.
8. Formal collaboration between agencies in and outside of community for children with special needs.
9. Develop more understanding of available services.
10. Increase agency awareness of parent needs.
11. Getting information prior to age 3 of services that have been provided.

Program Information:

Hoonah City Schools (HCS)

Eligibility:

- Free and open enrollment
- Have Shots
- Meet age requirements
- Referred for services

Philosophy:

- All kids can learn – we have the responsibility of creating a learning environment to meet individual student needs in the least restrictive environment.

Preparing Child and Family:

- Currently we can't articulate clearly the system and defined roles for preparing families and child for transition at age 3 or 5.
- Parents are team players at meetings. The school is welcoming; parents are comfortable visiting staff and spending time in classes.

Head Start (HS)

Eligibility:

- Income eligibility Hoonah has slots for children who do not meet income eligibility factors
- Additional criteria points for: single parent, disability (10% of slots reserved), homeless, young parent, TANIF, foster care/adoption, native.

Philosophy:

- Engage families – include home visits
- Non biased
- Promote culture & identity
- Respect
- Provide healthy and safe environment for child and parent
- Professional/confidential

Prepare Child & Family:

Under threes into Head Start:

- 3's open house- Parent and child can attend half day

HS children into Kindergarten:

- Go to school for Library so children are comfortable at school and go to cafeteria
- Communication with Kindergarten teacher.
- Attend Kindergarten and meet teacher 1x/week
- Summer school

Parent Engagement:

- Greeting and inviting
- Reminders of past child and comfort with teacher
- On a home visit – parents complete interest survey and send notes home
- Newsletter

ILP

Eligibility:

- 50% delay or diagnosed disability
- Risk factors – biological, medical, environmental, social
- Clinical opinion that a child will have a substantial delay without intervention

Philosophy:

- Supporting families in supporting their child's development. Families are first teachers, and know their children best.

Prepare Child & Family:

- Starting at age 2, develop transition plan looking at services in the community that meet needs of child when exit at age 3. Conduct a transition conference.

Engagement:

- Ongoing conversations, visit programs, Hoonah TOTS screening clinic, newsletters

Parents as Teachers (PAT)

Eligibility:

- Hoonah resident
- Pre-natal thru Kindergarten
- Willing to participate in personal visits

Philosophy:

- Parents are the child's first and best teachers
- Each child will reach full potential
- Inclusive

Prepare Child & Family:

- Provide learning totes to take home age 3 – K

- Transition booklets
- Attend 90 day meeting
- Summer school

Engagement:

- Personal visits, family night, play groups, snacks, parents café, cultural night, story time, offer Lamaze classes, out & about, birthday cards, imagination library, lending library, clothing exchange, fruit coupon, phone calls, newsletter, flyers, summer school, baby massage, provide car seat safety, assist in getting Denali Kidcare and childcare and ILP as needed. Arrange TOTS clinic.
- Parent/child – 3-5 totes, PAT store, book giveaway at every visit, puzzle give aways, blocks, baby toys.

Team/Community Strengths:

- The Harbor Park
- People in community know each other and community members have a long term relationship with most kids, so “players” are usually invested in a positive outcome.
- PAT in all directions
- ILP and PAT relationship
- HS and PAT – communication and common goals
- 12 women being here today – administrators through direct care staff and parent advocates

Systems Development Process:

All participants rated where their agency was in working with other programs in the transition process. The majority of the responses were between cooperation and coordination.

The 5 levels that precede collaborative systems development are listed below. Of interest is where you currently are at and where you want to be and on what common goals/ purposes.

- 1 – Independent agent**, acting on behalf of their own agency without communicating with others.
- 2- Communication**, two individuals may communicate about an individual or exchange information.
- 3- Cooperation**, helping or assisting an agency or individual in their pursuit. For example, getting needed information to an agency before a meeting.
- 4- Coordination**, this involves bringing together resources i.e. staff, money, and materials, for a common purpose. We often see agencies coordinating on child find activities.
- 5- Collaboration**, pooling resources and joining forces to accomplish a common identified goal.

Team/Community Barriers (in order of priority):

- Communication
 1. Confusion about the role of CCS (Jason Smith of Eclipse grant) and lack of communication with providers in Hoonah?
 2. Communication between programs; PAT – School and HS – School.
 3. We need a flow chart or map to show roles & responsibilities and communication for transitions at all levels.

4. Lack of community knowledge in early childhood
 5. Miscommunication
 6. Taking the time to communicate and organize with each other
 7. Resistance to change
- Lack of Understanding of Process/Resources
 1. Develop resource manual
 2. Resistance to change
 - Understanding Diversity and Interpersonal Differences
 1. Competition among programs and grants for same children and families
 2. Professional issues/ territoriality
 3. Personal conflicts/ inability to let go of personalities
 4. Racism? Bias?
 5. Resistance to change
 - Family Issues/Engagement
 1. Lack of men to contribute ideas and support community development and transition.
 2. Not knowing what to ask for or what is possible.
 3. Reaching and engaging the most at risk families and families who have had negative experience.
 4. Parents or guardians fear of being observed, judged, “investigated”
 5. Helpers – professionals are paid and mandated reporters. Families are unpaid. Power disparity.

Brainstorm of Ideas to Address Communication

1. Newsletter
2. Email group – interagency – all staff
3. Get clarity from CCS
4. Mission statement
5. Add Hoonah information to southeastfamilies.org website
6. Share job descriptions and roles
7. Meet regularly – rep from each agency, rejuvenate HECA
8. Increase awareness/include families & community members, be inclusive
9. Develop visual display, flyer or brochure
10. Training
11. Planning opportunities for collaboration & communication
12. Parent training
13. Revise MOA
14. Develop community calendar
15. Develop resource manual/ Hoonah resource guide
16. Share contact information and staff directories
17. Develop communication flow chart– 4 agencies

Brainstorm of Ideas to Address Lack of Understanding of Process / Resources

1. Timing on referrals
2. Develop a technical guidance document
3. Revise MOA, include signatures of both director of programs and who is responsible to implement
4. Training on when to refer

5. Training on “How to talk to parents about difficult/sensitive topics”
6. Agency responsibility
7. Strategies for talking to parents. Fierce conversations.
8. Swapping forms, learn correct way to use and fill out
9. Informing what’s next

Who is on the Committee/Team-Active Participants ?

1. Head Start – Edna Skaflestad / Anna Jack. Claire on teleconferences
2. ILP – Jackie Bell and Bev Ingram as requested on teleconference
3. PAT- Lynne Osheim and one staff member (Judy Bitz?)
4. Hoonah City Schools – Charla Wright, Jennifer George, Tesh Miller
5. Parent – Carrie ?

The Core Group of Active Participants will:

- Set standing meeting in 2 weeks – Tuesday, October 12, 2010 3-4PM
- Set up frequency of meetings
- Call in from Juneau
- Address how to flow communication to all staff and stakeholders

Other Resources

1. CCS
2. Hoonah Tribe
3. OCS/Foster Care – Alison H
4. Medical Clinic/SEARHC
5. Faith based services
6. Big Brothers Big Sisters
7. Day care provider ?

Stakeholders

All the staff from the 4 programs represented

Personality Activity Results:

Thinkers: Tesh, Jackie

Movers: Judy, Lynne

Enthusiasts: Charla, Claire, Lynne

Supporters: Anna, Jackie, Janice, Jennifer

Parking Lot:

1. FASD – what happens to children with pre-natal exposure? What services / needs?

Transition Team Meeting – October 12, 2010

Roles: Facilitator-Lynne Osheim Recorder: Jackie Bell Time/ Gatekeeper-Tesh Cheer leader-Anna

Agenda

1. Review ground rules / vision 5 min
2. Review ATTI Report 15 min
3. Report on CCS update
4. Action Plans
 - a. Resource guide/community calendar. Review current resource guide.
 - b. Discuss Best Beginnings staff member to hire and job description
 - c. MOA –to address referral process?
 - d. HECA
5. Next Meeting – who / what / when

Summary/Training Report:

The Hoonah transition team participants were actively involved in developing common understanding of all programs and of current transition requirements and process. They worked hard at identifying challenges to effective transitions and developing a realistic action plan. Hoonah is fortunate to have the PAT program which serves as a foundation for families with young children in Hoonah. In addition, many other resources are available. The team will want to revisit the vision and revise as needed and keep in mind the shared vision of all the programs and where increased collaboration would be most successful and effective. The team will also want to clarify the role of other collaborative efforts including Best Beginnings and HECA and determine how they fit together to maximize the efforts. I think it is also important to continue to appreciate individual differences and contributions of team members and clarify roles and responsibilities.

It was a great pleasure to work with Hoonah and I look forward to continued collaboration and ATTI is available to assist in your community efforts.