

"Happy & Healthy Children & Families Living in Caring Communities"

Hawaii Child & Adolescent Service System Principles

1. The system of care will be child and family-centered and culturally sensitive, with the needs of the child & family determining the types and mix of services provided.
2. Access will be to a comprehensive array of services that addresses the child's physical, emotional, educational, recreational, and developmental needs.
3. Family preservation and strengthening along with the promotion of physical and emotional well being shall be the primary focus of the system of care.
4. Services will be provided within the least restrictive, most natural environment that is appropriate to individual needs.
5. Services which require the removal of the child from his/her home will be considered only when all other options have been exhausted, and services aimed at returning the child to his/her family or other permanent placement are an integral consideration at the time of removal.
6. The system of care will include effective mechanisms to ensure that services are delivered in a coordinated and therapeutic manner, and that each child can move throughout the system in accordance with his/her changing needs, regardless of the points of entry.
7. Families or surrogate families will be full participants in all aspects of the planning and delivery of services.
8. As children reach maturity, they will be full participants in all aspects of planning and delivery of services.
9. Early identification of social, emotional, physical, and educational needs will be promoted in order to enhance the likelihood of successful early interventions and lessen the need for more intensive and restrictive services.
10. The rights of children will be protected and effective advocacy efforts for children will be promoted.

CONTENTS: Amaia's Story (15 min)

- Introduction
- Behaviors & Plans
- Connecting to Resources
- Hopes & Dreams

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Medical Home Works!

aims to increase capacity in developing community-based partnerships between families, physicians, and community agencies to address the needs of all children, particularly children with special needs. **Family Story Videos** provide brief family stories to stimulate discussion, learning and implementation of strategies and systems that work!

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Child & Adolescent Mental Health Division**



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Related Resources:

- www.hawaii.gov/health/mental-health/camhd - Child & Adolescent Mental Health Division, Hawaii State Department of Health
- <http://gucchd.georgetown.edu> - Georgetown University Center for Child and Human Development
- www.brightfutures.org - Bright Futures, Georgetown University

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Viewer's Guide

Child & Adolescent Mental Health Division
Hawaii State Department of Health
and
Medical Home Works!

present



Amaia's Story



Family Story Videos

Series 2

Social & Emotional Issues in Early Childhood



AMAIA'S STORY

Amaia began disruptive behaviors in her 2 year old preschool class that escalated during her next year including tantrums, running out of the classroom and hiding from teachers. An early intervention specialist worked with the family and preschool to develop a plan for coordinated responses. At the same time, the preschool initiated classroom changes and quality improvements according to accreditation standards that improved the learning environment for Amaia and all children in the preschool. Amaia's challenging behaviors diminished, and she transitioned out of the preschool into a DOE kindergarten and more recently into a DOE first grade rather than being placed in Special Education.

Principal Partners

- Family: Chris Goris
- Preschool Director & Teachers: Christina O'Dell, MEd, Celeste Carr, Nikki Bostuba
- Early Intervention Specialist: Don Piburn, MEd, Keiki Care
- Accreditation Specialist & Director: Wayne Watkins, MEd, Kathy Murphy, MEd
- Pediatrician: Kenn Saruwatari, MD

Social & Emotional Issues: Question

How can preschools locate and utilize available resources to provide the highest quality programming for children like Amaia as well as every single child in the preschool program?

Learning Objectives

- Understand the roles of family and community partners in early childhood when a child has challenging social and emotional issues.
- Identify key community-based resources that provide health, educational, and social support for the child's optimal success in school and life.
- Analyze ways early interventions represent low cost/high impact strategies that benefit the child, family, provider, and community

Learning Points Suggested by Providers



- **Identifying behaviors.** In this story, attention-seeking behaviors, such as running out of the classroom, hiding, screaming, and disrupting circle time, were creating a problem at preschool. The successful intervention used a team approach to maximize Amaia's strengths, minimize her need to seek attention from adults, and enhance her engagement with other children.
- **Community resources** specializing in working with young children and their families are available to help parents and preschools resolve challenging behaviors. Resources can include health department early intervention services, early education consultants, family support services, pediatricians, social workers and psychologists.
- **Developing a behavioral plan** includes assessing the child's behavior in the context of the specific situations and environments. Adjusting the classroom environments and routines can be helpful. Amaia's pre school adopted a strength-based and team-based approach after consultations with early childhood and early intervention specialists. The preschool reorganized the classroom, changed how transitions occurred, and developed consistent approaches for staff to follow.
- **Adopting a research based curriculum** designed to increase social and emotional skills, helped to promote empathy, identify feelings, and resolve conflicts. This had positive results for Amaia as well as for *all* children in the program.
- **Increasing quality improvement** by participating in a national accreditation process led the preschool to reorganize classroom environments and rethink transitions, improving learning results for all children, including those with challenging behaviors.

Learning Points Suggested by Families

- **Every child has unique strengths.** A key to working with a child who has challenging behaviors is to develop a holistic understanding of a child's strengths and needs in the context of the family. Providers play a huge role in helping families maximize their children's potential instead of merely labeling them "disruptive and uncooperative."
- **Early Screening** is critical in addressing challenging behaviors in young children. Parents and families are more likely to bring up social and emotional concerns concerning their young children when they have a trusting relationship with their pediatrician or preschool teachers. Pediatricians and early childhood programs often use screening "tools" to identify problems and determine when referrals to community resources such as behavioral health specialists are necessary.
- **Expelling children is not a good solution.** Preschools sometimes have children with challenging behaviors that teachers and directors feel are too difficult to manage. Preschool staff can feel overwhelmed, but it is important to communicate with families and seek alternatives and consultation so the child can be successful in their first school experience. When parents learn their child is having difficulties in preschool, it is time to get involved.
- **Professional development** within early childhood programs is key to building and sustaining capacity for tapping into diverse community resources, implementing thoughtful assessment of children with challenging behaviors, selecting research based curricula related to social and emotional health for program quality improvement.