

## "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:

##### Michiko's Story (15 min)

- Introduction
- Behaviors & Family Support
- Behavioral Health & Transitions
- 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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**Hawaii State Department of Health  
Child & Adolescent Mental Health Division**



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#### Related Resources:

- [www.hawaii.gov/health/mental-health/camhd](http://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](http://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



# Michiko's Story



## Family Story Videos

Series 2

### Social & Emotional Issues in Early Childhood



## MICHIKO'S STORY

Michiko first enrolled in an Early Head Start just after her parents came to Hawaii from the Marshall Islands. While the family lived in transitional housing, the Early Head Start home visitor provided family support in weekly visits related to employment, community involvement, food, medical visits as well as addressing Michiko's shy behaviors and language development. Early childhood education professionals and a behavioral health specialist provided regular reflective supervision to the home visitor to implement a program specifically designed for Michiko and her family. Michiko's shy behaviors diminished as she transitioned into a public school-based preschool that continued to emphasize parent child interaction and literacy.

### Principal Partners

- Family: Sela and Mike Maddison
- Early Head Start Director: Ellen O'Kelly, MEd
- Early Head Start Home Visitor: Charlene Ishikuro
- Behavioral Health Specialist: Martha White, MA
- Pediatrician: Peter Gregg, MD

### Social & Emotional Issues: Question

Sometimes we overlook shy and withdrawn children. How can our programs and communities work together to support families in nurturing children in their youngest years?

### Learning Objectives

- Understand socio-economic and cultural issues affecting the family and community partners in early childhood when a child has 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

- **Shyness is a temperament** considered typical within a range of temperaments among young children. When a child is identified as "shy," it is important to distinguish when the child becomes sad, withdrawn, or depressed, as these behaviors can impede a child's social and emotional health. Screening tools, implemented by early childhood and mental health professionals partnering with families, can identify children with social and emotional issues, providing a basis for referral to appropriate community resources.
- **Children whose primary language is not English** are more frequently misdiagnosed with a learning disability and are more likely to receive inappropriate interventions and educational placements. Research indicates that exposure to more than one language in early childhood does not affect language development although language development in a bilingual child will differ from that of a monolingual child. It is important that children are proud of themselves and their culture, and language is often a key component of cultural identity.
- **Meeting basic needs**, such as housing, food, and clothing, are essential to the physical and mental well being of all members in a family. Providers can increase their effectiveness when they identify the multiple stressors in the home and connect families to appropriate community resources.
- **The importance of early identification.** Nurturing and positive brain development in young children lay a strong foundation for each child to achieve optimal growth and development. After the age of six or seven, addressing challenging behaviors becomes more time consuming, and generally requires substantial community resources.

## Learning Points Suggested by Families

- **Family-centered support** means that professionals work with families as partners. At times, professionals may not be open to including families in the decision-making or families may be unprepared to participate due to a variety of reasons. Yet ultimately, it is the family who has lifelong responsibility of the child.
- **Trust is key** to developing a solid working relationship between professionals and families. Families often agree to receiving services if the provider has demonstrated consistency, follow through, and respect for cultural differences. Skilled professionals will support diverse positive parenting within families.
- **Socialization at three years** becomes important as young children transition from home routines into community environments, encountering other young children. This can be a time when children have difficulty and express challenging behaviors. Michiko's parents provided consistent support for Michiko's development by engaging in regular home visiting and socialization activities, continuing through the transition to a parent-involvement preschool program.
- **Attending a preschool on an elementary school campus** provided Michiko and her family with the special opportunity to learn more about and increase engagement with their new community while gradually introducing them to the educational system into which Michiko will eventually transition.
- **Professional training** on early childhood development for early education, family support and health providers can raise the quality of professional support for all children related to social and emotional issues, not just those identified with "challenging behaviors."