Choctaw Nation

CARES

Hvpim Vlla Chipunta Yvt Pi Nitak Tikba Minti
(Our Children Are Our Future)
Choctaw Nation CARES

Reaching Out To Children And Their Families Experiencing A Temporary Emotional Disharmony.
Overview of Program & Expected Outcomes

**Risk Factors**

**Family in Disharmony**
- Lack of stability
- Lack of structure

**Abuse**
- Substance Abuse
- Child Abuse
- Domestic Abuse

**Poor School Climate**
- Disciplinary problems
- Learning disabilities

**Lack of Employment Opportunities**
- Poor attendance
- Lack of education/training

**At Risk Behaviors**
- Legal problems
- Endangerment to self &/or others

**Powerlessness**
- Low self-esteem
- Withdraws from society
- Cultural Alienation

**Lack of health care**
- Services not available in rural area
- Lack of transportation

**Desired Outcomes**

Choctaw Nation CARES strives to support and promote a positive community, mind, body, and spirit of The Vlla Chipunta, from birth to 18 years of age. The goal of Choctaw Nation CARES, with guidance from the communities, is to develop a culturally competent network of care that will work toward healing the temporary emotional disharmony of the children and their families. Vlla Chipunta, the children, hold the future of the Choctaw Nation.

Clients will be supported through an on-going process in all services and the integration of these services into the community, family, school, health care system.

**Expected Outcomes**

**Harmonious Family**
- Family Stability
- Family Structured

**Abuse Free**
- Substance abuse education
- Positive coping mechanisms

**Positive School Climate**
- Behavioral Rehabilitation Services
- Testing & evaluation

**Increased Employment Awareness**
- Job awareness & resources
- Education & Training

**Enhanced Positive Behaviors**
- Value the legal system
- Anger management

**Feeling of Empowerment**
- Sense of accomplishment
- Cultural Pride

**Increased access to health care**
- Sensitivity, more appropriate cultural practices
- Increase sense of wellness

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**Choctaw Nation CARES – Logic Model**

**Current Situation**
- **Family in Disharmony**
  - Lack of stability
  - Lack of Structure
- **Abuse**
  - Substance Abuse
  - Child Abuse
  - Domestic Abuse
- **Poor School Climate**
  - Disciplinary Problems
  - Learning Disabilities

**Activities**
- **Cultural Awareness**
  - Tell history of activity
  - Present examples of activity
  - Demonstrate safety/respect
  - Complete activity/Show & tell (Activities vary depending upon community needs)
- **Prevention/Intervention**
  - Case Management
  - Training/Education
  - Support Groups
  - Parenting Classes
- **Team Building**
  - Retreat
  - Healing Groups
  - Youth Powwow
  - Family Involvement

**Immediate Outcomes**
- **Community**
  - Community Investment
  - Agency Collaboration
  - Community Relations
  - Media Relations
- **Mind**
  - Training/Education
  - Information
  - Knowledge of rights
- **Abuse Free**
  - Substance abuse education
  - Positive coping mechanisms

**Intermediate Outcomes**
- **Harmonious Family**
  - Stable Family
  - Structured Family
- **Positive School Climate**
  - Behavioral Rehabilitation Services
  - Testing & Evaluation
- **REDUCE NEGATIVE BEHAVIOR**
  - Continuing support, education, and recovery
Lack of Employment Opportunities
• Poor attendance
• Lack of education/training

At Risk Behaviors
• Legal Problems
• Endangerment to self &/or others

Powerlessness
• Low self-esteem
• Withdraws from society
• Cultural Alienation

LACK OF HEALTH CARE
• Services not available in rural area
• Lack of transportation

Self-esteem
• Healing Groups
• Training/Education
• Support Groups

Communication
• Counseling
• Group/Individual Activities
• Language skills
• Emotional Education

Body
• Intervention
• Prevention
• Early Diagnosis

Spirit
• Mentoring
• Advocacy
• Empowerment
• Cultural Awareness

Increased Employment Awareness
• Job Awareness & Resources
• Education & Training

VALUING OF ARTISTIC/INTUITIVE PROCESSES

Enhanced Positive Behaviors
• Values the legal system
• Anger management

DEVELOP FAMILY VALUES

Feeling of Empowerment
• Sense of Accomplishment
• Cultural Pride

Increased access to health care
• Sensitivity, more appropriate cultural practices
• Increase sense of wellness

PRODUCE REPLICABLE MODEL

CULTURAL APPRECIATION DIVERSITY

LACK OF HEALTH CARE
• Services not available in rural area
• Lack of transportation

SELF-ESTEEM
• Healing Groups
• Training/Education
• Support Groups

COMMUNICATION
• Counseling
• Group/Individual Activities
• Language skills
• Emotional Education

BODY
• Intervention
• Prevention
• Early Diagnosis

SPIRIT
• Mentoring
• Advocacy
• Empowerment
• Cultural Awareness

INCREASED EMPLOYMENT AWARENESS
• Job Awareness & Resources
• Education & Training

VALUING OF ARTISTIC/INTUITIVE PROCESSES

ENHANCED POSITIVE BEHAVIORS
• Values the legal system
• Anger management

DEVELOP FAMILY VALUES

FEELING OF EMPOWERMENT
• Sense of Accomplishment
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INCREASED ACCESS TO HEALTH CARE
• Sensitivity, more appropriate cultural practices
• Increase sense of wellness

PRODUCE REPLICABLE MODEL

CULTURAL APPRECIATION DIVERSITY
The circle represents the change and cycles of life. Balance between all parts of the circle brings harmony and health.
Quadrant One

- Community
  - Family
  - Culture
  - Work
  - History
  - Community
  - Environment

Quadrant Two

- Mind
  - Intellect
  - Emotion
  - Memory
  - Judgment
  - Experience
Quadrant Three

• Body
  – Chemistry
  – Genetics
  – Nutrition
  – Sleep/rest
  – Age
  – Condition

Quadrant Four

• Spirit
  – Spirituality
  – Teachings
  – Dreams/Stories
  – Gifts/Intuition
  – Protective force
  – Negative force
Elements contributing to disharmony (Issues and Needs)

**Mind**
- Distrust
- Accessibility to services
- Need for knowledge
- Need for emotional support
- Need for Training
- People don’t want to get involved

**Body**
- Violence
- Child abuse
- Substance abuse

**Spirit**
- Spiritual needs
- Need caring people

**Community**
- Cultural needs
- Need to belong-culturally & with the community
- Historic Trauma-grief
- Poverty
# Goals of the model of care

<table>
<thead>
<tr>
<th>Community</th>
<th>Mind</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gain Community</td>
<td>New Training</td>
</tr>
<tr>
<td>Investment</td>
<td>Knowledge</td>
</tr>
<tr>
<td>Agency collaboration</td>
<td>Information</td>
</tr>
<tr>
<td>Community PR</td>
<td>Education</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Spirit</th>
<th>Body</th>
</tr>
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<tbody>
<tr>
<td>Add Mentoring</td>
<td>Intervention</td>
</tr>
<tr>
<td>Add Advocacy</td>
<td>Prevention</td>
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<tr>
<td>Empowerment</td>
<td>Early Diagnosis</td>
</tr>
</tbody>
</table>
# Choctaw Model of Care

## Healing/Advocacy

- Trained elders for in-home visits
- Information-tribal newspaper
- TV/Radio/Flyers/Book marks
- Resource Manual

## Healing circles

- Parent trainers and parent training
- Parent & Children’s rights
- Court by-in from schools/DHS Training

## Directory for referral system

- Link people-Conference calls
- Utilize technology-telemedicine
- Early intervention/prevention-prenatal
- Early diagnosis chart/flipchart
- Simple short screenings
- Shot-day mother groups with speakers
- Meetings with providers

## Relearning crafts

- Address historic grief/trauma
- Help alleviate guilt
- Help build resources to help with care for the children

## Our Children Are Our Future
Components of the model

Prevention

Basic Education placed in:

Well baby clinics, Prenatal clinics, WIC, Sooner Start, Welfare to Work, Children First, Boys & Girls club, & churches

Training and Education to target:

Medical, School, Tribal/general community, Indian Child Welfare/DHS, Parents, Senior groups

Education to include information on:

Signs and symptoms, Parent & children’s rights and referral, cultural components, introduce cultural immersion schools
Components of the Model

Intervention

Training & Support in:
Active listening for providers, case managers

Parent advocates trained in:
Referral, signs & symptoms, support, Parent rights

Referral Support:
How to get services, what to expect, what to have available

Full Time Coordinator to maintain Choctaw C.A.R.E.S.
**Intervention (continued)**

**Activities to consider:**

School support and advocacy, training and referral

System change (enhance and improve through collaboration in order to meet increasing needs)

Ongoing assessment of Provider needs

Cultural Immersion school to increase resiliency

Provide services through Boys & Girls club to reduce stigma

School based “one-stop shopping”

Mentoring program

Regular healing circles for both service providers & parents

Diversity school and cultural competency
**Additional education support to the model**

Resource manual of services available

Education for providers/community in early identification of SED children

Community healing groups

More collaborative coordination of services

Memorandum of Understanding between providers

More and better PR—Resource list, Articles, Pamphlets, Video, etc.

Shared transportation—Senior centers, CHR’s, KATS, parent advocates

Luncheon networking sessions between agencies and providers

Provider training—cultural issues, screening, assessment, & available resources

Mobile facility/library of resources—videos literature

Tutors & Community use of computer labs

Trained community members—support for families

Environmental competency—warm & caring
We as Choctaws rather chose to suffer and be free, than live . . . where our voice could not be heard in their formation.

I could cheerfully hope that those of another age and generation may not feel the effects of those oppressive measures that have been so illiberally dealt out to us; and that peace and happiness may be their reward

--George W. Harkins, Choctaw
Never doubt that a small group
Of thoughtful, committed citizens
Can change the world;
Indeed
It’s the only thing that ever has

--Margaret Mead