Tribal Home Visitation
A Pathway to Long-term Health and Wellbeing for American Indian and Alaska Native Families

Myra Parker, PhD, Evaluator, Ina Maka Family Program
Katie Hess, MPH, Manager, Ina Maka Family Program
Lynnette Jordan, Director, Operations, UIATF
Overview: Tribal MIECHV

- Federal program funded through the Administration for Children and Families (ACF), under the U.S. Department of Health and Human Services (DHHS)
- The Tribal program is funded through a 3% set-aside from the larger Maternal, Infant, and Early Childhood Home Visiting (MIECHV) Program.
- $21 million has been awarded to 25 Tribes, Tribal Consortia, Tribal Organizations, and Urban Indian Organizations.
Background
United Indians of All Tribes Foundation (UIATF), Seattle / King County Urban Indian Organization

• UIATF has over 40-years of community service experience
• UIATF has long emphasized social determinants of health as a target for ensuring AIAN equity
• Primary focus is to culturally adapt an evidence-based home visiting curriculum for a diverse urban Indian community.

Lynnette Jordan, Director, Family Services
Katherine Hess, MPH, Program Manager, IMFP
Myra Parker, PhD, Evaluator
Mother’s average age at enrollment is 30 years old
16% of mothers are under 22 years old at enrollment
32% of mothers enroll while pregnant or when their child is less than 3 months old.
Average household income of current clients is $22,068/year
53% of households are under the 200% Federal Poverty Level at enrollment.
At enrollment, 18% of mothers do not have a high school diploma or GED
37% of families have had experience with Child Protective Services or the Child Welfare System
24% have a history of substance abuse
42% are stay-at-home moms, 16% work full-time, and 13% work part-time.
Background

Culturally-Informed Approach

- Home visiting program grounded in the Native community
- AIAN home visitors and kias (grandmothers)
- Culturally-adapted curriculum
- Scientific and Community Advisory Board
- Regular community meetings to share reports and findings
- Use of community focus groups to assess acceptability of program
Objectives
Home Visitation Curriculum – Adaptation and Evaluation

• In-depth literature review of AIAN risk and protective factors and parenting and child development
• Review by expert panel and CAB
  • Revisions
• Home visitor and elder focus group review
  • Revisions
Visit 10 - Dealing with Trauma

Trauma
Domestic violence, sexual abuse, physical threats and injuries are types of trauma that occur in all communities and in many different families. When a parent is exposed to these traumas, it can take a serious toll. Physical injury and pain can be a result. Anxiety, depression, and post-traumatic stress syndrome are long term issues that can occur from experiencing trauma. This stress also harms our children. They can develop the same mental health issues, and may also have problems concentrating in school and following directions.

Why Is It Important to Get Help?
Strong emotions, including grief, shame, guilt, and anger may all be involved in the aftermath of experiencing trauma. These complex feelings can impact your daily life, and the way you approach problem solving and parenting. Finding a way toward healing and wellness can take time and assistance. Getting help means well being for you, your child or children, and your family.

How Do I Deal with Trauma?
Meeting with counselors who use techniques like Cognitive Behavioral Therapy (CBT) and/or Motivational Interviewing (MI) can help you address trauma you may have experienced. It is possible to get ideas about how to parent from counseling sessions. This gives you and your children ways to handle the trauma and heal.

When Will I Be “Back to Normal”?
As with many other life experiences, healing takes time, patience, and practice. Talking with a counselor can help identify the supports you and your family need to move forward that is comfortable to you.

Your Home Visitor Can Help
We all need guidance and support at some time in our lives. Your home visitor can help find resources in your community and AIAN counselors who want to help and who share Indigenous perspectives of healing and wellness.

Resources Who Can Help
Cowitz Tribal Health Seattle
Mental Health & Chemical Dependency
15455 65th Avenue South
Tukwila, WA 98188
206-721-5170

Seattle Indian Health Board
Primary Care & Domestic Violence
611 12th Avenue South
Seattle, WA 98144
(206) 324-9360

Thunderbird Treatment Center
Chemical Dependency
9236 Renton Avenue South
Seattle, WA 98118
(206) 722-7152

Chief Seattle Club
Housing Insecurity & Job Skills
410 2nd Avenue Extension S
Seattle, WA 98104
(206) 292-6214

Suicide Prevention
1-800-273-TALK (8255)
TTY Users 1-800-799-4TTY (4889)

24-hour Crisis Counseling and Referrals
1-866-789-1511

Teen Link
Confidential teen-answered help line
Every evening 6-10 PM
1-866-833-6546
866teenlink.org
teenlink@crisisclinic.org

Native Women in Need
Gas cards & Referrals
(206) 715-7514
www.nativewomen.net
info@nativewomen.net
Multigenerational Trauma

Government policies, like requiring American Indian and Alaska Native families to send their children to boarding schools, reducing traditional lands, and prohibiting Native languages and spirituality, are types of trauma that continue to impact Native families today. In addition, historically, Native communities experienced devastating diseases that they had never seen before, such as smallpox.

Discrimination and Microaggressions

Even with the elimination of the Federal assimilation policies, Indian people today still face barriers to achieving educational and professional goals, along with a healthy, balanced life. Discrimination still occurs in many of the social institutions AIAN people must access, including the school system, the legal system, and social services.

The poor treatment based on race, and the stereotypes that are perpetuated about AIAN are called "microaggressions." It is helpful to understand that these hurtful and frustrating experiences mean less about us and our communities, than it does about the person using these types of practices to demean and undermine our children and family members. Talking with our children about discrimination can help them process their own feelings of frustration, anger, and hurt if they witness it or experience it for themselves.

AIAN Strength and Healing

Our communities have survived over 500 years of trauma. We are still here, and that speaks to our strength and the ability of our families and communities to not only survive, but heal and prosper.

Sometimes we face challenges, and reaching our goals of education, building a career, and moving our family forward can feel difficult. At these times, it is important to remember all of the possibilities that exist in life for both you and your child. Keeping your goals in mind can help you and your family weather any difficulties.

Your home visitor can help you find community-based resources that will help address many of the issues you may experience. By seeking out support from our families and communities, we can build our resiliency and handle stressors with greater ease.
Evaluation Question:

**P** Do urban American Indian / Alaska Native (AI/AN) parents/caregivers

**I** who receive the culturally adapted IMFP home visitation services (referred to as PAT + DS) for 12 months

**C** Compared to parents/caregivers who receive the non-adapted IMFP home visitation services (referred to as PAT + SE)

**O** demonstrate greater change in parenting outcomes
Methods

Study Design and Intervention

• Quasi-experimental, mixed methods design with random assignment to the culturally enhanced PAT program (PAT + DS) versus the original PAT program (PAT + SE)

• PAT + DS delivery followed a similar format to that of PAT + SE for the first 8 required visits
  • Surface Level Differences – AIAN organization delivering services
  • Deep Structure Differences – elder visits, and group connections and referrals included tribally-specific content and providers, and visits 9-16 included the 8 culturally-adapted materials
Data and Methods

Mixed Methods Rigorous Evaluation

• Quantitative – 2-group comparison on four outcomes: (1) parenting confidence; (2) program retention; (3) program engagement; (4) parent satisfaction

• Qualitative – focus groups and interviews with parents, home visitors, and elders to discuss relevance of culturally-adapted content, home visit “fit” and relationships between elders, home visitors, parents, and children
Mixed Methods Approach

Community Advisory Board

Needs Assessment
- Literature Review
- Focus Groups
  - Community Members
  - Providers
- Interviews
- Survey
- Population Data

Cultural Adaptation
- Literature Review
- Expert Review
- Focus Groups
  - Providers
  - Community Members

Evaluation
- Focus Groups
  - Parents
  - Providers
- Interviews
- Program Data

American Indian and Alaska Native Community
Mixed Methods Approach cont.

Benefits
- Enabled evaluation and program team members to triangulate and contextualize results
- Enhanced needs assessment, cultural adaptation, and evaluation quality and overall process

Challenges
- Resource intensive given funding
- Time intensive

Community Perception
- Overall positive – appreciative of community process
- Community provided important, constructive feedback
Results

• Quantitative
  • No significant differences between the two groups on retention (96.2% vs. 100%), program engagement (75% vs. 72%), or satisfaction (avg. score of 112.6 vs. 108.5)
  • Both groups had higher retention rates than those reported in comparable programs in the research literature. (about 98% vs. 40%)

• Qualitative
  • Strong program buy-in for cultural adaptations by parents
  • Confirmation across providers and parents that relationships between home visitors and parents and children were key
  • Home visitor challenges rested in paperwork and data entry
Results cont.

[The Ina Maka Family Program]…helped me, to not just be…a passive parent.

If he’s not crying, if he doesn’t need anything right now, or doesn’t really need me, I’m more aware that my son has other needs, but he’s not able to tell me.

So I try to talk to him more, read more books, and be more interactive with him.

I think that [the program] helped me to be more thoughtful with my son.
I remember the sleep and tantrum [handout]. I keep them in a notebook. There’s times where, a couple months back we talked about something that I’m dealing with now, and I’m able to go back and look at it again. Just brings back, oh, maybe I should try some of these things…it was just helpful to have something always to go back to.
I feel like to our Native people as whole, this is… a value that…Natives have. Be true to yourself, think positive… and see all the possibilities.

I know when I was growing up, my grandma and my aunts were like, “You shouldn’t think negative about other people.” [The culturally-adapted sessions were] really nice, to have that reminder about different values we have as Native people, like with being healthy, and historical trauma, and we never really had fry bread before…

It’s nice to pass on to our children that “We’re Native people, we don’t eat fry bread. We have a healthy meal system that we had before we had lard, and flour, and coffee beans.” Yeah, it’s just nice to instill those values.

And to be able to know which values to instill. Because if you don’t know, it’s important to learn.
Applications for Evaluation

• Multiple levels of mixed methods
  • Feedback across stakeholder groups and participants in home visiting process
  • Multiple quantitative data sources to ensure comprehensive understanding of problems and outcomes

• Importance of meaningful community input and letting community members know sharing their experience is valued
  • Use of CBPR and community-driven evaluation

• Focus on values community members identify that promote resilience and healing
  • Critical for communities and individuals experiencing historical trauma and personal trauma
Please contact us for more information:

**Katie Hess, MPH**  
Program Manager  
Ina Maka Family Program  
United Indians of All Tribes Foundation  
T. 206-285-4425

**Myra Parker**  
Center for the Study of Health and Risk Behaviors  
Assistant Professor  
Dept. of Psychiatry and Behavioral Sciences  
University of Washington  
T. 206-258-1132