

# Models for Early Intervention Service Delivery in Small First Nation Communities

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# OVERVIEW

- ❑ Scenario
- ❑ Historical Background
- ❑ Interpretation of Responsibilities
- ❑ Early Intervention
- ❑ Pilot Project
- ❑ Results
- ❑ Implications
- ❑ Scenario

# ❖ The Unique Place of Aboriginal Peoples in Canada

❖ Intergenerational Effects of Forced Assimilation

❖ Special Legislation Applicable Only to Aboriginal Peoples

# Jordan's Principle

“...The point isn't what portion of the cost federal, territorial and provincial governments each pay but, rather, that the wrangling stop so that the right care, at the right place, at the right time can be provided for people on First Nations' reserves...”

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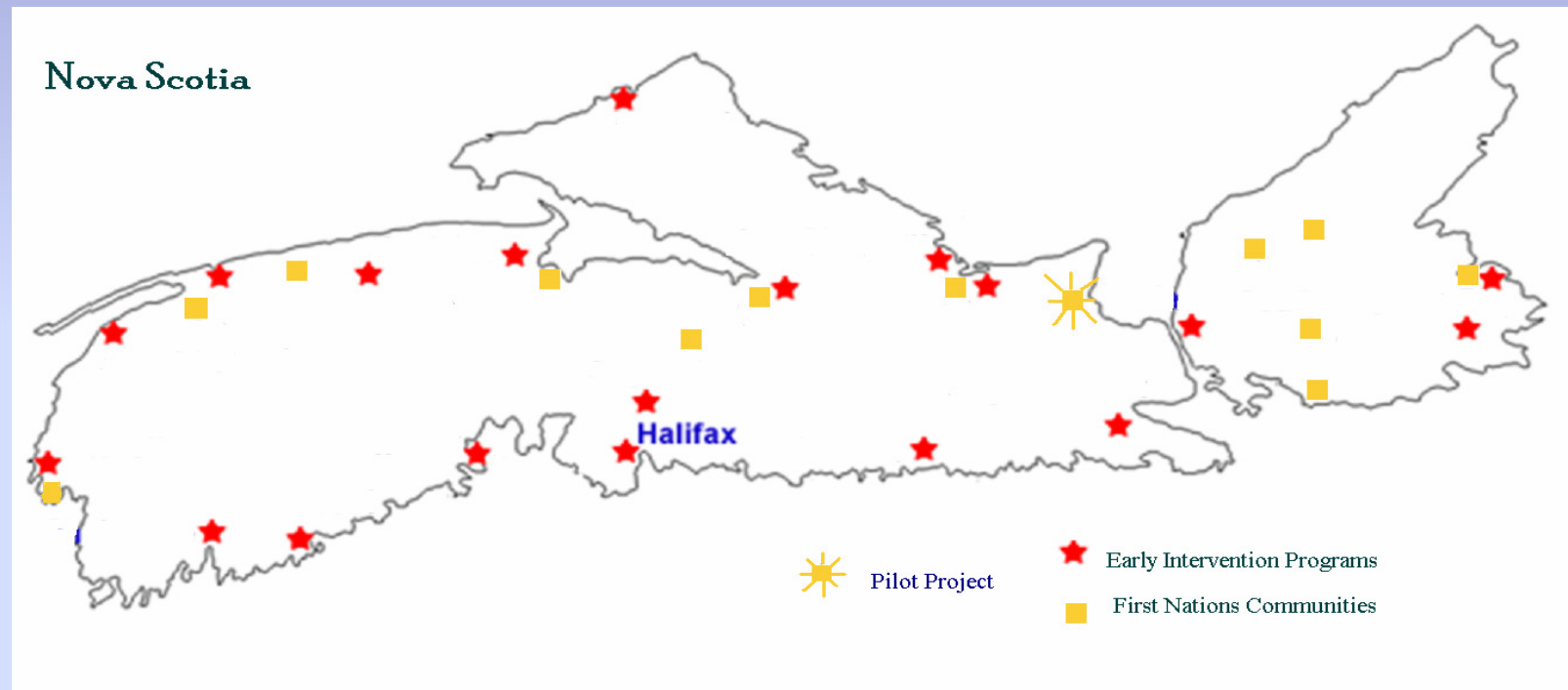
N.MacDonald, MD MSc, A.Attaran, LLB, PhD

# Federal/Provincial Interpretation of Responsibilities

## Programs & Services for Children Birth to Age 6 in Nova Scotia

LEVEL 3: Children with Disabilities			Administrative & Funding Agencies		
			<b>Mi'kmaw Communities</b>		<b>N.S. Provincial Communities</b>
Early Intervention Services			First Nations Inuit Health (FNIH)		N.S. Department of Community Services
Supported Childcare			First Nations Bands		N.S. Department of Community Services
Direct Family Support			First Nations Bands		N.S. Department of Community Services
Nova Scotia Speech & Hearing Clinic			Maritime Medical Services (MSI)		MSI
IWK Health Centre & District Health Clinics			MSI		MSI
Atlantic Provinces Special Education Authority (APSEA)			N.S. Department of Education		N.S. Department of Education
Autism Treatment: Research Program (Intensive Behavioural Intervention Programs [EIB])			N.S. Department of Health		N.S. Department of Health
Services from private foundations & others			Varies		Varies
LEVEL 2: Children at risk because of environmental factors			Administrative & Funding Agencies		
			<b>Mi'kmaw Communities</b>		<b>N.S. Provincial Communities</b>
Programs for Children at Risk			FNIH		Regional School Boards
Child Protection			Mi'kmaq Family & Children's Services of Nova Scotia		N.S. Department of Community Services
LEVEL 1: ALL CHILDREN			Administrative & Funding Agencies		
			<b>Mi'kmaw Communities</b>		<b>N.S. Provincial Communities</b>
Daycare			Human Resources & Social Development Canada (HRSDC)		N.S. Department of Community Services
Four Year Old Kindergarten/ Primary			Indian and Northern Affairs Canada (INAC) Education		Regional School Boards
Prenatal & Home Visiting Program			First Nations and Inuit Health (FNIH)		N.S. Department of Health Promotion & Protection & District Boards
Nutrition & Wellness Program			FNIH (Health Centres)		N.S. Department of Health Promotion
Medical Care (MSI & Uninsured Benefits)			FNIH and Private		N.S. Department of Health & Private
Literacy Programs			Varies		Varies

# Early Intervention Programs in Nova Scotia



# Seven Steps for Acquiring Early Intervention Services

Step 1. Identify Need for Services

Step 2. Obtain Support

Step 3. Form Team

Step 4. Identify Service Providers and their  
Administrative and Funding Authorities

Step 5. Choose Appropriate Administrative Model

Step 6. Develop Pilot Project

Step 7. Prepare reports and share information with other  
First Nations communities and relevant federal  
and provincial government agencies

**Administrative Models for Early Intervention Programs in First Nations Communities**  
(Step 5)

<b>Model</b>	<b>Community Features</b>
A. Community Program with Full or Part-time Position	<ul style="list-style-type: none"> <li>•Large population</li> <li>•Self sufficient</li> <li>•Sufficient financial base</li> <li>•Steady demand for services</li> </ul>
B. Program Shared between nearby Community or Communities	<ul style="list-style-type: none"> <li>• Small population</li> <li>•Proximity to neighbouring community</li> <li>•Insufficient funds for independent program</li> <li>•Fluctuating demand for services</li> </ul>
C. Program has a Part-time Position Shared with Another Position in Community with Same Agency	<ul style="list-style-type: none"> <li>•Small population</li> <li>•Availability of person with training in early intervention in addition to training for second position</li> <li>•Insufficient funds for independent program</li> <li>•Fluctuating demand for services</li> </ul>
D. Program has a Part-time Position Shared with another Position in Community with Different Agency	<ul style="list-style-type: none"> <li>•Large Population</li> <li>•Applicants with training and experience available</li> <li>•Insufficient funds for independent program</li> <li>•Consistent demand for services</li> </ul>
E. Provincial Program Hires First Nation Early Interventionist	<ul style="list-style-type: none"> <li>•First Nation Early Interventionist works in provincial and First Nations community</li> <li>•Insufficient funds for independent program</li> <li>•Fluctuating demand for services</li> </ul>
F. Services Purchased from Provincial Program	<ul style="list-style-type: none"> <li>•Small population</li> <li>•Proximity to provincial program</li> <li>•Insufficient funds for independent program</li> <li>•Fluctuating demand for services</li> </ul>
G. Services Purchased Privately	<ul style="list-style-type: none"> <li>•Small population</li> <li>•Insufficient funds for own program</li> <li>•Fluctuating demand</li> <li>•Availability of Early Interventionists in private practice</li> </ul>
H. Case management by Health Professional	<ul style="list-style-type: none"> <li>•Any population size</li> <li>•Availability of health professional with time to manage and knowledge of nonmedical issues</li> <li>•Health professionals trained in early childhood</li> </ul>



# Results

- 1. Immediate –families in pilot community obtained early intervention services**
- 2. Long term – jurisdictional & fiduciary issues addressed**
- 3. Precedent set for other communities to obtain services using appropriate models**

What would Patsy's experience  
have been in your community?

Successful change in early childhood services must be simultaneously:

- ❖ Reflective - understand and respect how we arrived at the present situation
- ❖ Participative – involving many people's ideas, talents and energies
- ❖ Systematic – not piecemeal or divided into silos
- ❖ Emergent – able to move and act nimbly in a minefield of uncertainty

Adapted from Adam Kahane

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