

Aaniish Naa Gegii?

Introduction to a new survey for Aboriginal children and youth

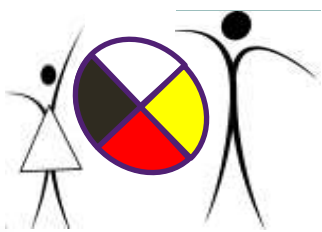
The Aboriginal Children's Health and Well-being Measure (ACHWM)

- *Mary Jo Wabano
Health Services Director
Wikwemikong Unceded
Indian Reserve*
- *Nancy L. Young
Canada Research Chair
and Professor
Laurentian University*

Wikwemikong
UNCEDDED INDIAN RESERVE



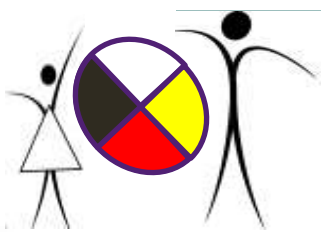
Laurentian University
Université **Laurentienne**



Faculty/Presenter Disclosure

- Mary Jo Wabano and Nancy Young have no relevant financial relationships with the manufacturer(s) of commercial services discussed in this CME activity
- Mary Jo Wabano and Nancy Young do not intend to discuss an unapproved/investigative use of a commercial product/device in this presentation





Introductions of Partner Site Members

- ✓ *Whitefish River First Nation: Leslie McGregor, Lorrilee McGregor*
- ✓ *M'Chigeeng First Nation: Roger Beaudin, Sabine Kristensen-Didur*
- ✓ *Weechi-it-te-win Family Services: Shannon Blight, Lauris Werenko, Laurie Rose, and Garry Windigo*
- ✓ *Ottawa Inuit Children's Centre: Karen Baker-Anderson, Janice Messam*

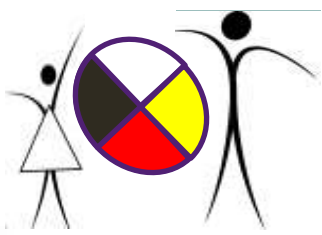
In addition, we are developing partnerships with:

- *Chippewas of the Thames: Kimberly Fisher*
- *Nibinamik First Nation: Kevin Wabasse*
- *Noojmowin Teg Health Centre: Pam Williamson*

Wikwemikong
UNCEDD INDIAN RESERVE



Laurentian University
Université Laurentienne



Research Team

Advisory Committee Members

- Rita Corbiere
- Jeffrey Eshkawkogan
- Mark Gibeault
- Lorraine Bebamikawe
- Diane Jacko

Focus Group Team Members

- Tina Eshkawkogan
- Josh Eshkawkogan
- Barb Peltier
- Josephine Pelletier

Health Centre Staff

- Melissa Roy
- Peter Shawana

Item Analysis Committee

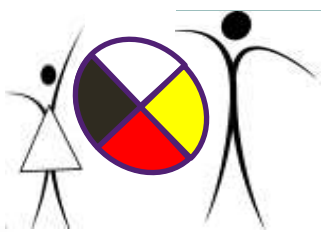
- Rita Corbiere
- Kathy Dokis-Ranney
- Mark Gibeault
- Kristen Jacklin
- Diane Jacko
- Darrel Manitowabi

Project Team

- Tricia Burke
- Debbie Mishibinijima
- Brenda Pangowish
- Melanie Trottier
- Koyo Usuba
- Stephen Ritchie
- Paul Pomerleau
- Mary Jo Wabano
- Nancy Young



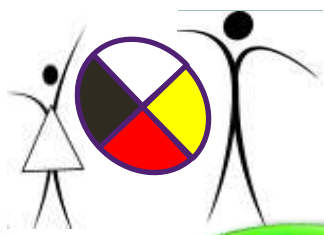
Laurentian University
Université Laurentienne



Summary

- This session focuses on sharing to a new survey tool, the *Aaniish Naa Gegii*, that was developed with Aboriginal children and youth to reflect their unique perspectives.
- The project merged expertise from Aboriginal health leaders, academics, community members, and Elders.
- The new survey covers the spectrum from illness to wellness, can be completed by children between the ages of 8 and 18, in less than 10 minutes, using computer tablets.
- It and has potential for use in many communities to inform health care decision making.





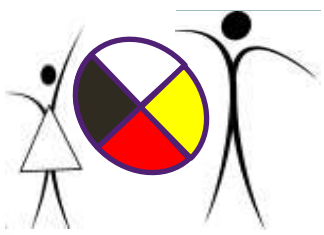
Learning Objectives

**Development
of the
*Aaniish Naa
Gegii***

**Using and
Scoring the
Survey**

**Exploring
Relevance to
Other
Communities**



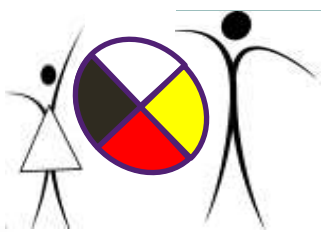


Objective 1

**Development
of the
*Aaniish Naa
Gegii***

**Using and
Scoring the
Survey**

**Exploring
Relevance to
Other
Communities**

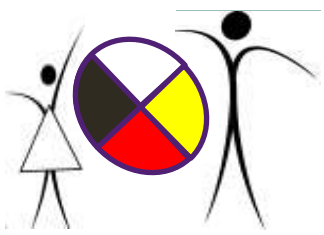


Our starting point

➤ We recognized that:

- ❖ Aboriginal children face health inequities yet there is little evidence to guide practice.
 - Evidence-based medicine was introduced in mainstream Canada over 2 decades ago but is not available to all communities.
- ❖ In Canada, the Regional Longitudinal Health Survey (RHS) provides national level information.
 - Does not provide any data at the local level.
 - Does not include self-report data for children under 12 years of age.
- ❖ Many Aboriginal communities require a mechanism for gathering information to inform health services planning at the local level.

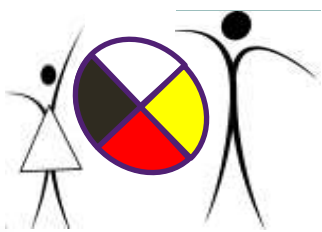




Collaborative Research

Our cooperative journey was inspired by two fundamental questions:

- How do Aboriginal children conceptualize **health & well-being**?
- What are the best items (questions) to help Aboriginal children express **health & well-being**?



Key Considerations

➤ Feasibility

- ❖ Easy to engage children

➤ Sustainability

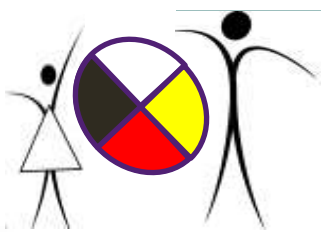
- ❖ Ability for the community to complete and repeat without substantial resources or costs

➤ Generalizability

- ❖ Relevant to other communities and facilitate community to community learning

Note that these concepts were considered in every decision that was made for the project.



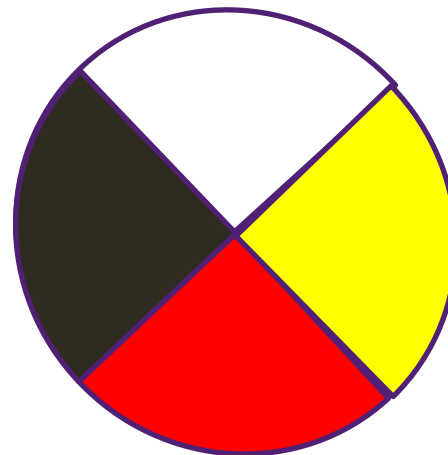


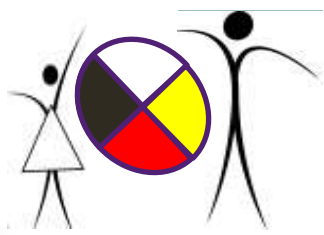
Core Concepts

Consultation identified the core concepts of Health & Well-Being (teachings of the 4 directions)

Health & Well-Being or Mno-bimaadziwin

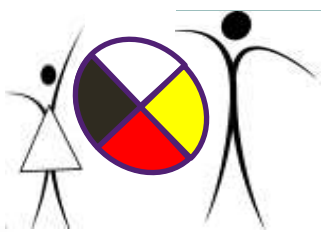
- **Spiritual**
- **Mental**
- **Physical**
- **Emotional**





Children identified the concepts for the measure via 6 full-day focus groups



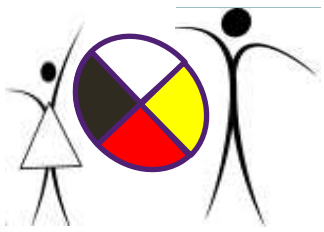


The ACHWM

Aboriginal Children's Health and Well-Being Measure (ACHWM)

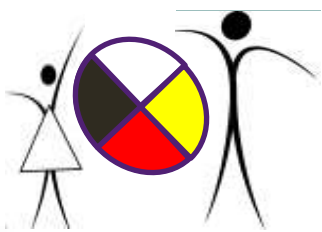
We would like to know how you are feeling. The questions below were developed by a group of First Nations children and youth to assess physical, mental, emotional and spiritual health.

Please mark the circle under the answer that describes you best.	Never	Hardly Ever	Sometimes	Often	Always
1. I laugh and have fun ...	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. I feel physically fit (I feel that my body is in good shape) ...	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. I feel afraid or scared ...	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. I feel bullied ...	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. I make healthy choices ...	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. I enjoy exercise...	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. It is hard to keep my mind on my school work during class ...	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. I have enough energy ...	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. I forget things ...	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. I spend time listening to and learning from my Elders ...	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



Celebrating the ACHWM

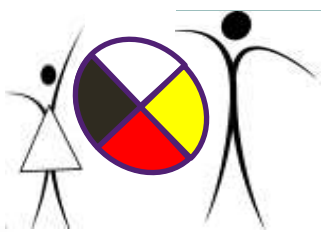




An Ojibway Name:

- The children of Wikwemikong gave the survey an Ojibway name: *Aaniish Naa Gegii*
- English Translation: *How are you?*

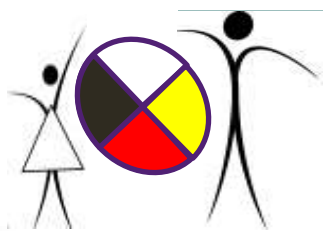




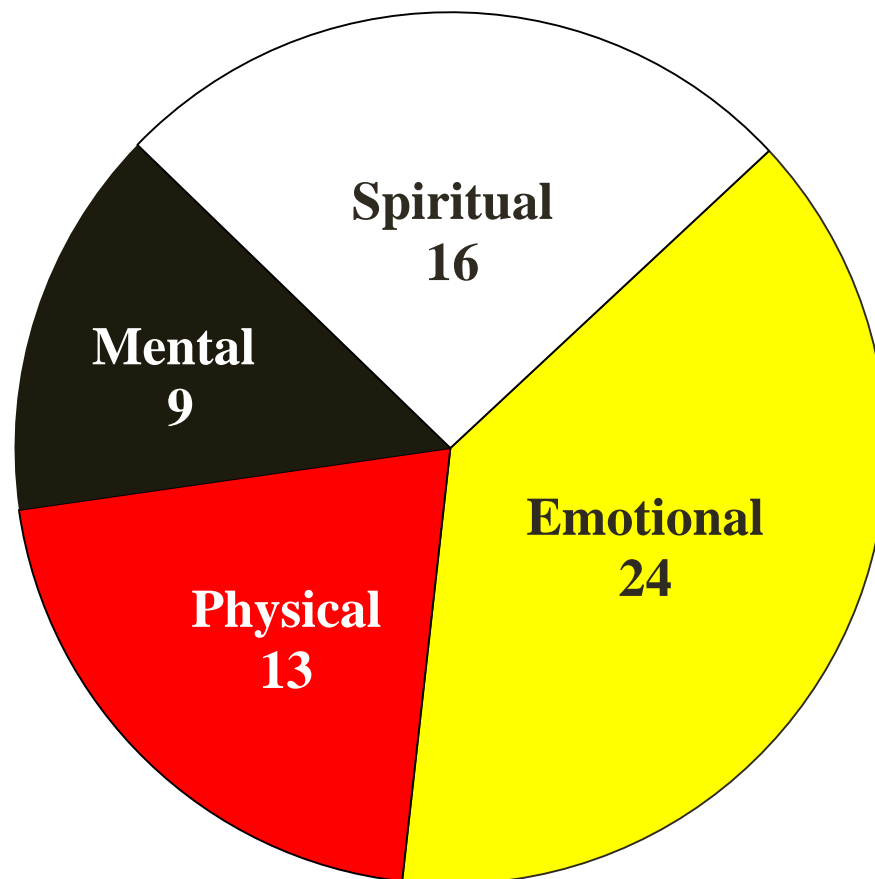
Sharing the Measure

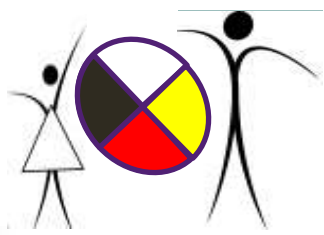
- A paper was published in *The Canadian Journal of Public Health*, May 2013
 - ❖ Young NL, Wabano MJ, Burke TA, Ritchie SD, Mishinibinijma D, and Corbiere R, *A Process for Creating the Aboriginal Children's Health and Well-Being Measure (ACHWM)*. *Canadian Journal of Public Health*, 2013. 104(2).
 - ❖ Authorship reflects our collaboration with community citizens as a grass roots initiative
 - Senior author is Elder Rita Corbiere (former school principal)





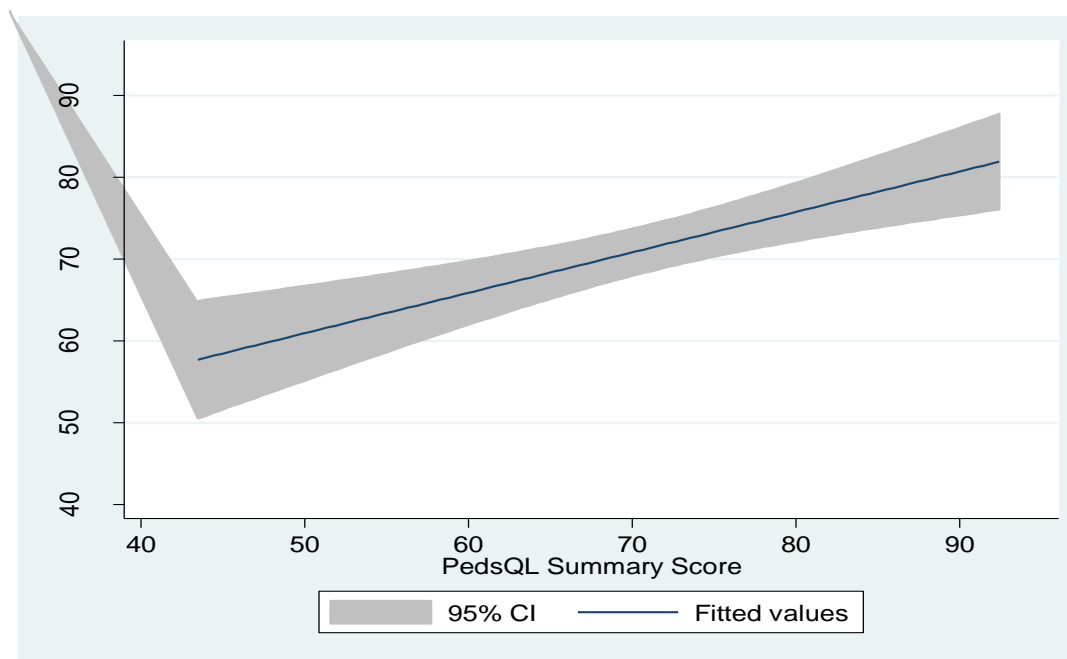
62 Items by Quadrant

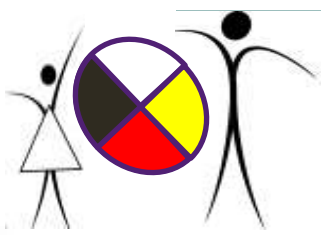




Validation of the Measure

- 48 children also completed the PedsQL (mainstream measure)
- Confirmed the validity of the ACHWM
 - ❖ **Correlated 0.52 ($p=0.0001$) with the PedsQL**

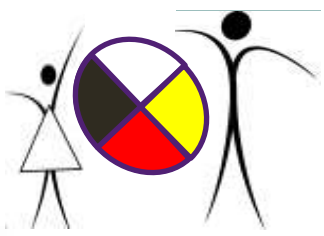




Tablet Version



Thanks to Paul Pomerleau and Ishmeet Singh for their support on the technical development of the application, and to Koyo Usuba for his REDCap expertise.



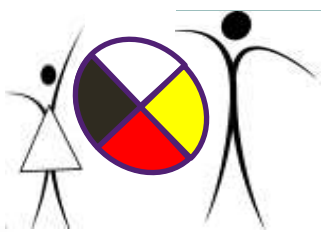
Tablet application addresses:

➤ Feasibility

- ❖ Makes doing the survey appealing to children and efficient
- ❖ Text-to-speech option enables children with low literacy levels to participate

➤ Sustainability

- ❖ No need for data entry
- ❖ Tablet uploads data to a secure REDCap server



Added value...

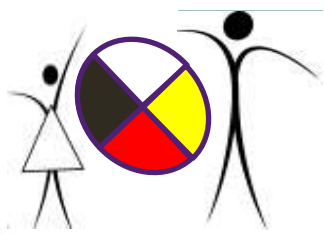
Providing a safety net

- The ACHWM was reviewed by the mental health team at the Wikwemikong Health Centre
 - ❖ They asked that we flag questions which may suggest that the participant may be at imminent risk
 - The team created an Aid to Early Intervention
 - ❖ Children are referred to a mental health worker for the following:
 - 1 red flag or 2 yellow flags
 - The mental health worker determines what support is needed and refers accordingly



Initial Aid to Early Intervention

	Never	Hardly Ever	Sometimes	Often	Always
3 I feel afraid or scared...	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
4 I feel bullied...	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
18 I hurt other people when I am upset or angry...	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>
21 I feel lonely...	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
23 I break things when I am upset or angry...	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>
25 When I am sad or upset, I _____ get over it quickly...	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
27 I stay home from school...	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
30 I get mad or cry when something small goes wrong...	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
32 I feel like hurting myself...	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>
37 I am in a bad mood...	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
38 I get a good night's sleep...	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
39 I feel like ending my life...	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>
41 There are things in my life that make me happy...	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
44 I can get clean drinking water...	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

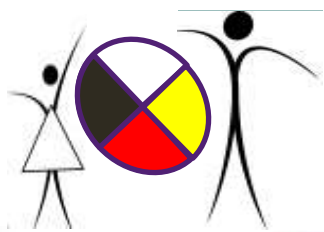


Current Status

- ACHWM 62-item version is ready for use
- Recently completed cycle 2 implementation in Wikwemikong
- Results inform healthcare planning
 - ❖ Results are augmenting traditional knowledge
 - ❖ Information provides evidence to advocate for government funding to enhance and further develop programs and services
- Are assessing the relevance to other communities



Laurentian University
Université Laurentienne

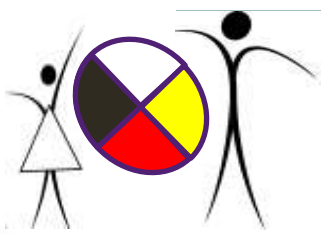


Objective 2

Development
of the
*Aaniish Naa
Gegii*

Using and
Scoring the
Survey

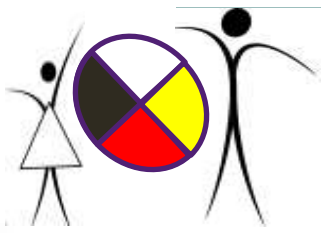
Exploring
Relevance to
Other
Communities



Practice with Tablets

- Tablet takes advantage of the appeal to youth
- Can also read to children (literacy)
- Access is password protected





Primary Focus

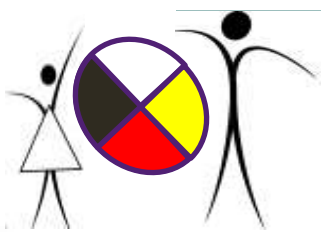
➤ Group level data

- ❖ To inform programs and services

➤ However,

- ❖ we have a moral responsibility to each individual participant

➤ Balancing both requirements



Review Screening Results

- An aid to early intervention was integrated into the app to enable us to quickly recognize children who require additional assessment.
- This survey is always administered with a mental health worker available to provide individual assessment and refer accordingly.





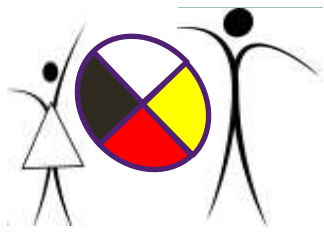
Date: _____

Code: _____

Health and Wellness Assessment

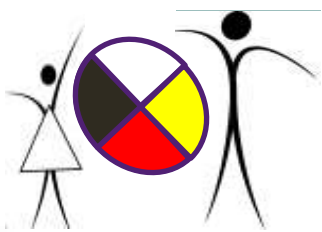
The following answers were given during the completion of *Aaniish Naa Gegii (ANG) survey*. The research team would appreciate your expert assessment. Please provide services based on your assessment and contact parents if appropriate. Please return this form with your decision about the appropriateness of this referral. We will use the results to improve our screening tool.

	Never	Hardly Ever	Sometimes	Often	Always
3. I feel afraid or scared ...					<input type="radio"/>
4. I feel bullied ...					<input type="radio"/>
18. I hurt other people when I am upset or angry ...				<input type="radio"/>	<input type="radio"/>
19. I do things to keep myself safe ...	<input type="radio"/>				
21. I feel lonely ...					<input type="radio"/>
23. I break things when I am upset or angry ...				<input type="radio"/>	<input type="radio"/>
24. I feel safe at home ...	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		
26. When I get sad or upset I get over it quickly ...	<input type="radio"/>				
28. I stay home from school ...					<input type="radio"/>
31. I get mad or cry when something small goes wrong ...					<input type="radio"/>
33. I feel like hurting myself ...			<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
38. I am in a bad mood ...					<input type="radio"/>
39. I get a good night's sleep ...	<input type="radio"/>				



Moving to the Group Level





REDCap



www.project-redcap.org

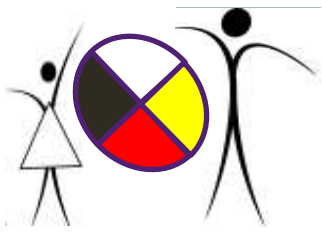
Data Management

- Data collection
 - ❖ Data is collected on tablets
 - ❖ Later uploaded to REDCap
 - Eliminates data entry on paper and transcription errors
- Ensures secure storage of data
- Access
 - ❖ Database is stored in REDCap and shared with Community and University researchers

Wikwemikong
UNCEDD INDIAN RESERVE



Laurentian University
Université Laurentienne



Scoring



Laurentian University

ACHWM - Wikwemikong

ACHWM scores [Modify this instrument](#)

[VIDEO: Basic data entry \(16 min\)](#)

Download PDF of

Editing existing Participant ID **88888888**

Participant ID	88888888
ACHWM score	<input type="text" value="55.4"/> View equation Disclaimer This score is just a reference. Do NOT trust.
Spiritual	<input type="text" value="67.2"/> View equation Disclaimer This score is just a reference. Do NOT trust.
Emotional	<input type="text" value="56.8"/> View equation Disclaimer This score is just a reference. Do NOT trust.
Physical	<input type="text" value="50"/> View equation Disclaimer This score is just a reference. Do NOT trust.
Mental	<input type="text" value="38.9"/> View equation Disclaimer This score is just a reference. Do NOT trust.

Note: this is fictitious data

Form Status

Complete?

Lock this record for this form?

If locked, no user will be able to edit this record on this form until someone with Lock/Unlock privileges unlocks it.

Lock

Logged in as **nyoung** | [Log out](#)

- My Projects
 - Project Home
 - Project Setup
- Project status: **Development**

Data Collection [Edit instruments](#)

Participant ID **88888888**

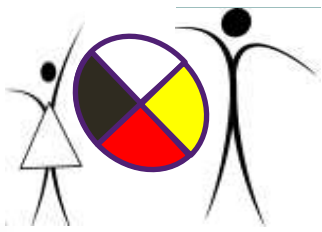
Data Collection Instruments:

- Pre Screening Survey
- tablet_app
- ACHWM transformed scores
- List Of Raised Flags
- Flag Data
- Post Survey Results
- ACHWM scores**

Lock all forms

Applications

- Calendar
- Data Export Tool
- Data Import Tool
- Data Comparison Tool
- Logging
- File Repository
- User Rights
- E-signature and Locking Mgmt
- Graphical Data View & Stats
- Data Quality
- API



Exporting the Data

REDCap™

Logged in as **kusuba** | Log out

- My Projects
- Project Home
- Project Setup

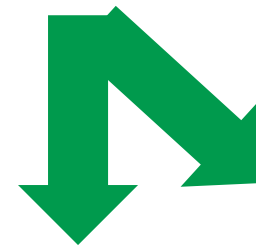
Project status: **Development**

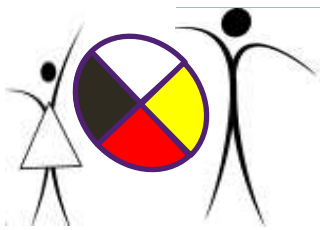
Data Collection [Edit instruments](#)

Data Entry

Applications

- Calendar
- Data Export Tool**
- Data Import Tool
- Data Comparison Tool
- Logging
- File Repository
- User Rights
- Graphical Data View & Stats
- Data Quality
- Report Builder





Cycle 1 summary mailed to all households in Wikwemikong July 7th 2014

June 30, 2014

Aaniish Naa Gegii?

Aani, Boozhoo,
We have finished the first cycle of the children's health survey and we want to share the results with you!
The survey was developed in Wikwemikong with local children and was referred to as the Aboriginal Children's Health and Well-being Measure. This has been a collaborative effort between the Wikwemikong Health Centre and Laurentian University, with the support of the Wikwemikong Chief and Council.

The children's survey was celebrated at the arena on January 31st with Stan Wesley as the MC, during the Wikwemikong Winter Carnival. All members of the community were invited to attend and we had a great turnout! Chief Pettier attended the event and presented the Wikwemikong Children's Bill of Rights to the community.

One of the key activities was a creative session for the children who were asked to give the survey a name. The name the children chose was: *Aaniish Naa Gegii* (How are you?).

Children began completing the survey on August 20th 2013 at the Youth Conference and continued to participate at a series of community events. Next, the survey was taken into schools. A research team from Wikwemikong and Laurentian visited all three schools over 5 days in February and March to collect data and to hear what the community's young people had to say about their health.

What Did We Learn?
The children told us that they enjoyed doing the survey on computer tablets. They also said they wanted to do the survey on a regular basis. Many said they would like to do the survey once a year, but even more children said they would like to do it more often than that, either twice a year or once a month.

We learned about our children's strengths, particularly in spirituality. Flip this page over to see more results. If you want to know even more, contact Brenda Pangowish, the Community Researcher at the Wikwemikong Health Centre: bpangowish@wikyhealth.ca or 705-859-3164.

The success of this project would not have been possible without Mental Health Workers, school administrators and teachers who helped organize survey days, as well as the children & parents who participated. Miigwetch to all!

We will be conducting the survey again next year and we encourage you and your family to have your voices heard by participating!

Mary Jo Webanc
Health Services Director

Children's Survey Results 2014

Aaniish Naa Gegii
Questions assess the strengths of the children in 4 quadrants:
• Spiritual = 15 questions
• Emotional = 22 questions
• Physical = 11 questions
• Mental* = 9 questions
* Parents & adult thinking (optional)

We started the survey process on August 20th 2013 at the arena. In total 50 children completed the survey at community events.
We visited all three schools and helped 75 children complete the survey at their schools in late February, 2014.

Overall 66 girls & 66 boys participated.

Older Children (14 years and over) 52%
Younger Children (11 years and younger) 48%

125 children completed the survey

Most children reported good health.

Excellent 17%
Very Good 22%
Good 45%
Fair 11%
Poor 5%

Survey Scores
Our children get their strength from their spirituality. Look at the survey scores, the white box has the highest scores.

How to Read a Boxplot
Highest score
Middle score
Lowest score
Half of all children had scores in this range

What we learned:
• The children liked doing the survey on the computer tablets.
• It took about 10 to 15 minutes to complete.
• Most of the children are in good health.
• New activities children would like to be able to do are:
o Hockey
o Running
o Soccer
o Lacrosse

What this means for our community:
• We have new evidence to determine priorities for programs and services for our children.
• We now have the capacity to gather information from our children to inform our planning.
• We can use the survey to evaluate new programs and services in the future.

Through the voices of our children, we have learned about their health. We plan to implement the survey annually, with the continued support of the community.

Chi Miigwetch to the children for their participation and to the community for their support.

Wkwemikong Children's Health Survey Report

Results for the Health Centre
July 2014

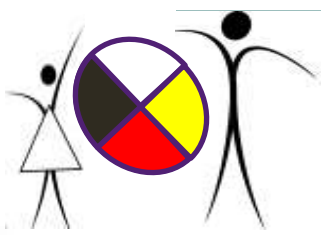


The syntax for this report has been saved in a user-friendly word file and can be run easily on STATA.



Table of Contents

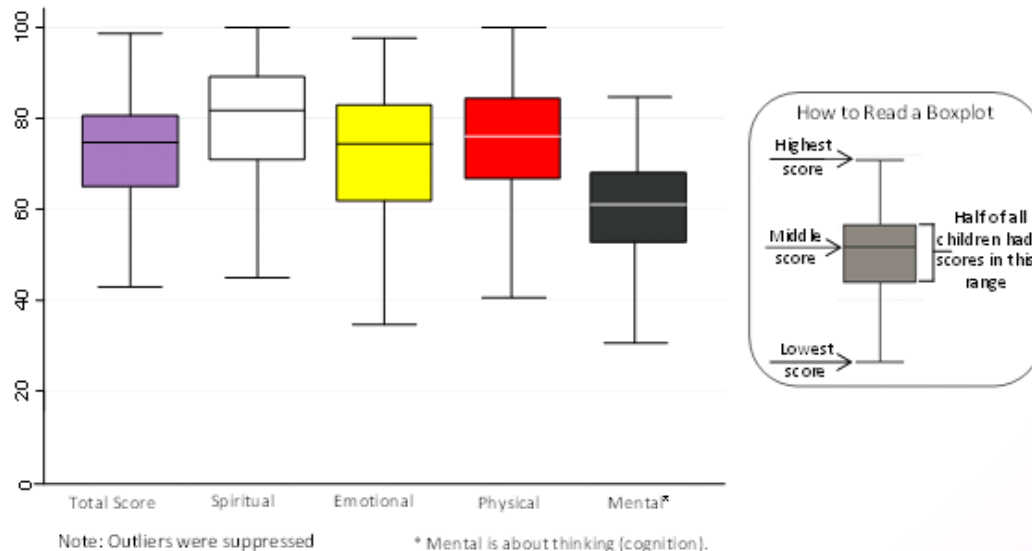
Overview.....	2
Review: How the Survey Began.....	3
Naming the Survey.....	6
Survey Implementation.....	7
Community Results.....	8
Who Participated?.....	8
Where Were the Surveys Completed?.....	9
Is the Survey Valid?.....	10
Does the Survey Correlate with the PedsQL?.....	10
Quadrant Scores: Spiritual, Emotional, Physical & Mental.....	11
How Did Children Rate their Health?.....	12
Detailed Information by Age Group.....	14
Open-Ended Questions.....	18
Feedback.....	19
Children's Comments on the Survey.....	19
Feedback on the Report.....	20
Saying Thank You.....	21
Conclusions.....	22
Recommendations.....	23
Report Mailed to All Households.....	24
Appendix I (ACHWM Survey).....	26

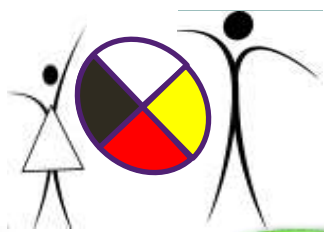


Benchmarks from Wikwemikong

- Implemented with 125 children from Wikwemikong
- Generated estimates of health to inform local service delivery planning

Box Plot of the Aaniish Naa Gegii Summary Scores and Quadrant Scores





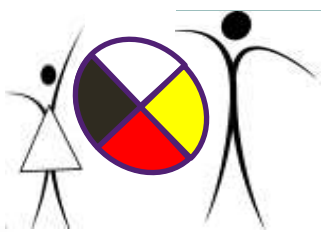
Objective 3

Development
of the
*Aaniish Naa
Gegii*

Using and
Scoring the
Survey

Exploring
Relevance to
Other
Communities





Our process for sharing begins with building trust and cooperation

Aboriginal Lens

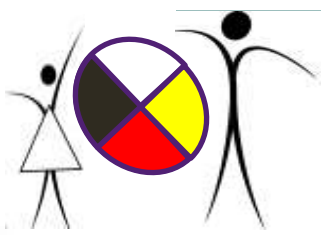
Western Lens

Protocols and protections

Ethical space exists, where the two perspectives overlap, which forms a safe space where collaborative research can thrive to promote the health of children.

The world that we share depends on the wisdom of the children.

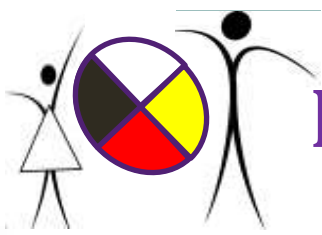




Guiding Principles for Collaboration

- Elder Consultation
- Holistic Health
 - ❖ Conceptualized by using the Medicine Wheel
- Perception of well-being provided by the young people
- Following ethical research practices:
 - ❖ OCAP
 - ❖ Local Approvals
 - ❖ Research Agreements
- Following cultural safety practices





Moving forward in a positive direction

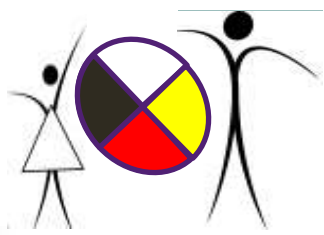
by affirming the Seven Grandfather Teachings:

- **Love** for the Children is our highest priority.
- **Bravery** to try something different.
- **Humility** regardless of creed and race.
- **Respect** for diverse opinions and viewpoints.
- **Honesty** in sharing the experiences.
- **Wisdom** transferred to and from the young people.
- **Truth** that it is time for change.

Wikwemikong
UNCEDD INDIAN RESERVE



Laurentian University
Université **Laurentienne**

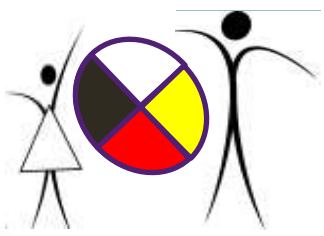


Have completed detailed assessments of fit in other communities

- One-on-one interviews were completed with children and their parent/caregivers in:
 - ❖ Weechi-it-te-win Family Services June 2014
 - ❖ Métis community in Sudbury July 2014
 - ❖ M'Chigeeng First Nation August 2014
 - ❖ Whitefish First Nation October 2014
 - ❖ Ottawa Intuit Children's Centre January 2015

- **Have achieved a stable and consistently understood version of the assessment**





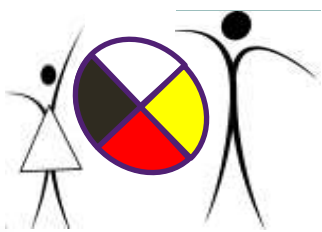
Short-term Vision

In the next year we hope to...

- Share the survey with other First Nations
- Provide training to support local implementation in several communities



Laurentian University
Université Laurentienne

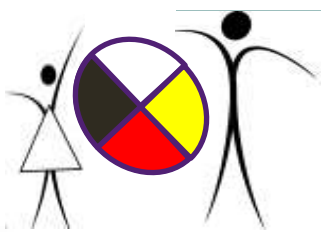


Is anyone in the audience interested in exploring the relevance of this survey for their local context?

Wikwemikong
UNCEDD INDIAN RESERVE



Laurentian University
Université Laurentienne

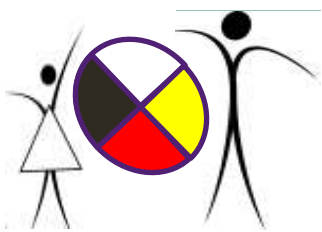


Long-term Vision

In the future the survey will...

- enable communities to gather and analyse their own information to:
 - track and improve health outcomes
 - advocate for services to meet children's health needs





Miigwetch :

- to the many children and youth who shared their vision of health with us through this project;
- the Elders, for their devotion to this project;
- to the Health Services Committee and Chief & Council for their ongoing support;
- to the members of the Advisory Committee for their wisdom and guidance
- to the many members of the community who have helped us along our journey

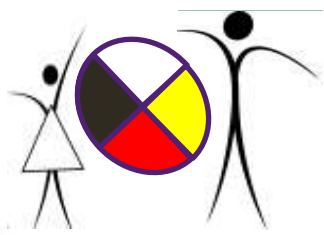




Happy and
Smiling
Children

Apitchi
kitchinendaam
binojiiyaag





Financial Support for this Project was provided by:



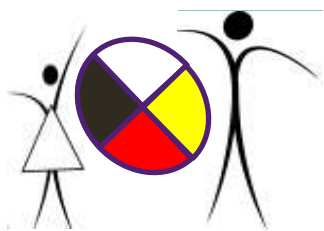
Canadian Institutes of Health Research (CIHR)



Ontario Ministry of Health and Long-Term Care: Health Systems Research Fund (HSRF) Grant



Laurentian University
Université Laurentienne



For more information contact:

Mary Jo Wabano

Wikwemikong Health Centre

705 859-3164

mjwabano@wikyhealth.ca

Nancy L. Young

Laurentian University

705 675-1151 x 4014

nyoung@laurentian.ca



Laurentian University
Université **Laurentienne**