>> Alright this is decreasing the delegating dilemma, ensuring quality implementation of programming for every team member. I am Lauren Smith [indiscernible]

>> My name is Katie. Katie [Ward]

>> These are objectives we will not spend too much time on these but they exist in at the end we will have a link to the slide so you will be able to use a QR code and see the slides there. What we are going to do is talk about identifying who the communities are outside of the early intervention team. We are going to talk about what kinds of things create successful delegations and what kind of things are barriers. We are going to review delegation strategies and analyze some reporting strategies.

>> So I'm going to give you guys a second to review the slide but it makes me laugh every time I read it because this is me to a tee in my home and I don't know if you guys feel this way but give me a thumbs-up or thumbs down if it sounds right. I'm going to read it out loud but it says my toxic trait is not letting anyone else clean because it's not clean unless I clean it and then getting angry when no one else helps me clean. I would like to say I do not in any way want to compare helping a child to cleaning a house but the same idea is that our home is where we hope [indiscernible] where language is happening and where people that we love are coming in and out of our doors and the same desire we have to maintain that in a way that makes sense for us is there when we are working with kids on the caseload and kids on the families and it can be hard to switch. Because that is true there are things we know. We want routine based interventions that makes sense for the kids. We also know that it can't be us all the time. Even though we would like it to be. You would be mopping your home metaphorically 24/7 and we need to be able to delegate that but it doesn't make it easy. It is still really hard.

 So we want to explore that not only because it is emotionally hard but because the system itself is hard to delegate within.

>> We are going to talk about this delegating problem from the perspective of the caregivers a lot today. Because like we have been talking about probably all of EHDI, the parents are supposed to be the leaders of the team and what does that realistically mean in their day to day life and not just in the IEP meetings when they are talking with other team members. So we have kind of some problems of delegating for parents up here so parents may feel like they do have a basic understanding of what the child needs and where they want to go. But they need some help in who they can turn to for support and how to communicate with those people. They do have, they have met with the specialist and they know kind of what the activities and strategies are that they have been working on together. But how do they help somebody else implement those activities when they were not there for the training?

>> So I really like this because this idea we are actually going to switch vocabulary just like Lauren said. A parent may fill both roles. They are constantly getting delegated to from the professionals but they are then in charge of delegating to the support team so as we go through some of our examples are strategies I hope parents and professionals can both see themselves in all the rules both being delegated to and delegating and also have grace and patience because our parents are constantly code switching between the two tasks themselves thus the juggling. It can feel really intense.

 So we are going to do some math. I really like this formula that we found.It is the activities of daily living. And basically we are going to take an activity. How many times we might replicate a goal in that activity, how often that is happening per year and we can actually use the formula by multiplying those things together a child is going to delegate the task because it cannot always be us. I don't want to mop 10,000 times in my life but you do have to feed your children. We don't always get to delegate feeding the kids but we know on average they have three meals per day. Hopefully they can practice a goal four times within the goals that's 10,000 repetitions which is pretty cool. Even though I would personally like to delegate meal planning to someone else that is not something we realistically get to delegate to other people but something we might delegate to others is carpooling today care to intervention to any of the types of things we do. So let's think may be Monday through Friday my child is a part of the daycare they are going to get in the car seat about four times, they get out of the car twice, they may practice a skill five times in the transfer and that will add to 5000 repetitions which is a big deal, multiplied [indiscernible] I would look amazing. Now we want to figure out who can the supporting the outside of the early intervention team.

 So for parents we really recommend you encourage your parents or if you are a parent to get a piece of paper and write these down but who comes to mind when you think about who you enjoy spending time with.Who your child enjoys spending time with? who is your child motivated to have a conversation with. Who do they want to connect with? there are some people the kids gravitate towards. And those are the people that go on the list as possible and then we will find out who belongs as a delegate tea. So raise your hand if you are a pen and paper person. I am. Take a piece of paper and highlight where there's overlap and who the child is motivated to communicate with those become the top groups of people to go ahead and help you do your programming. And do not disregard the possibility of maybe your child's gymnastic coach that you both talk to or I always say soccer but there's a lot of early intervention kiddos playing soccer yet but do not disregard the people that are a part of the extracurriculars either. You might not put them on the list first off but they're probably the ones you're most motivated to talk with.

>> Or library storytime people they are great collaborators they are so excited

>> Librarians attract people it is a skill they are born with.

>> So what are we going to do once we have the team of people we are thinking about inviting?this is where things get overwhelming. We are like okay maybe I can ask for help. But what am I going to do?

>> I had a friend say you have to name it before you tame it and I really liked that. So we talked about these are some of the questions that we hear. When we are afraid of delegating print how to attract a goal. I promise we're going to talk about that so just hold on a minute. Do I know the goals well enough to ask others to help? We are also going to talk about that. But is it even appropriate to delegate I hope that just by coming to the session you already feel the hope that it's okay to delegate you don't have to do it by yourself and you don't have to grasp the proverbial mop the whole time. You can let it go a little bit.

>> So I get really excited about this part because I love a survey and I like to talk to people which is part of why I am so grateful you guys are here today. I work in a public school and I'm going to tell you that the team of educators that I work with including the educational assistance, the parents on the teams, administration and division experts are master delegator is not necessarily because they want to be but because they have to be. So we went in and sent out a survey and I asked two questions. I said when you are working with the child that has specific needs, which I really liked the clarification and changing the vocabulary for that, do you feel confident in helping them reach their goals? and do you feel comfortable communicating that back to the providers?because more often than not when working in the school setting we have a learning support teacher who then delegates supports to the teachers. The teachers then delegate the support to the EA, or the educational assistant and the EA is then doing the programming with the child. At any given point any of the team members are three or four steps away from the specialist. Although that is not the ideal situation that is often what we are running into with the itinerant teachers and professionals and that can create a lot of anxiety. Generalizing the same idea to our families, grandma loves the grandbaby more than anything but she might be four steps away from having constant communication with a professional and that's when they start to get really sensitive. So we sent out the survey and Lauren is going to switch it over here.

>> I hope you guys read it as survey says. Did anybody read it that way? I just want to say thank you to the people willing to take this because when it is your job it's hard to state what is hard about it because you might have to admit you might be bad at it or there might be things that can be fixed. I did have to clarify [indiscernible] back to the division I promise we are sharing it with [indiscernible] in Ohio and it will help us in the setting and gave comfort for people to be a little bit more honest about what is hard to be delegated to it because you volunteered for it and in this case you are being paid to be delegated to but there are problems we are seeing that can make the delegation easier for others.

 I would like to invite you guys to go ahead and read the slide. And Lauren is going to do [indiscernible]

>> I'm going to leave it for just a second before I move on but as you are reading think about what barriers you are seeing and what barriers you think you would see because we are going to pull up a slido in just a second and if you haven't used it before all you need is your phone and you are going to use the camera to scan the QR code and you will be able to type in some of your own answers.

You guys ready? I know there is so much text on the screen. Whoops, wrong button. Okay there we go.

So as you guys typing it should show up for us so we can see kind of how you guys are feeling about barriers for delegation as well.

>> Can you say the question again?

>> What would you add to the list of barriers to delegation either when you're being delegated to or when you are in charge of delegating.

>> I think this feeling is so strong. What if you do it wrong.

>> Time. I'm going to say that is one of the most consistent barriers we saw. And because of time we are going to awkwardly move forward. Acknowledging that is always a barrier we have.

 So what we kind of did once we got the survey results Is we kind of talked about six barriers we are seeing across the board and we have tried to get together strategies that make sense to help people feel more comfortable and confident both in delegating and being delegated to. So a lot of these might be like common sense but that doesn't mean we are doing it because again we might know the right answers but consciously putting into our practices is what's going to make the difference so as we go through and something pokes out to you I can do that a little bit better take it as a nudge to empower your parents to do the same.

>> The first barrier we are going to talk about is knowing the goal and someone put on their understanding terminology that definitely fits into this place because often the goals are written in such a way to meet what the law says they have to say and that is not always as easy for parents to understand.

>> We talked often about simplify and clarify the goal in a way that makes sense as a professional and apparent before you sign anything make sure that you can both state the goal in a way that is jargon free and actionable. And if you cannot do that I promise you the goal is not getting worked on past the meeting signature. You need to be able to say the goal without jargon and as clear as you can with confidence.

>> Then when you delegate this goal to somebody else we have to be clear on, are they looking for if the child did this, so if you are looking for vocalization for the child to request are we just looking to see if they did that during the day? Or are you asking the person you are delegating to to try to make it happen. Are they going to do something to get the vocalization?

I'm smiling as I read the next one because it says share the when and where, meaning state what is working and what routines you expect to see the skill I'm not a mom yet and I'm a proud anti-I will tell you what I babysit my nephews my sister says hey can you make sure he is doing this?I was like he is napping, do I wake him up? That sounds so silly but I wasn't sure when she wanted this to happen and that can be really helpful to alleviate some of the anxiety and say this is where we are going to work on it so the person taking your child doesn't have to feel like I wake them up or feed them. When is this supposed to happen.

 So on that same note kind of in that vein, Share the how. Isn't that awful it's like if you send the kid make sure they do two word combinations have a great day. Bye. That's terrifying but a lot of the people in the school and daycare systems might feel that way. We hand over the goals and pamphlets and that is it and they are not left with strategies or abilities or even know where to go for resources. So our first suggestion for this is to share something that is working. So is wait time helpful? Show them what wait time is. Is it helpful for you to repeat the direction and then they are going to do it so daycare is trained to get your child to follow a direction and they never follow the direction on the first time but you know, hey, right now the stage So just give it to them three times per that's going to alleviate a ton of frustration if they just know what is or is not working.

>> This feels obvious, but provide the materials in the help if the goal requires a specific material. I have a lot of examples of when that didn't happen but I'm going to let it lie and you guys can probably add your own.

>> Embrace questions. I think sometimes because the delegating feels new and hard for a parent or even for professional and someone starts asking questions about it our attention can go up really high. But questions are a good thing. Questions mean they are engaged, they are interested. They are going to hell. So if they have got questions and you don't feel like you have the answers let's get creative about other ways. I have a parent that I spoke with that I worked with maybe six years ago and she shared with me that her greatest regret about her time in early intervention is that her mother in law had a lot of questions and instead of answering them she pushed her off and said she wished that she had invited her to come to one of our visits and spent time with us together because she did that for her mother. But not her mother in law. And she feels like their relationship and her mother in law's relationship with her daughter would be very different today if she had done that differently.

>> Can you imagine if one of your parents or families came up to you and said, hey, I would like to bring the babysitter here so they can be empowered to do this. I would have a heart attack. It would be wonderful if we could make that a normal thing.

>> So the next barrier we found was background information. We all know that a lot of people do not know a lot about hearing loss. But a lot of people don't know about a lot of different things, other medical diagnoses and everything else and not knowing makes it very hard to take on delegation.

>> So we kind of go into this idea of create a get to know you, this seems pretty obvious but there is some research that I really find interesting when we work with children with behaviors it states that cooperation increases when the trust is there with the adult that is asking them to cooperate with them. There are some adults we get to choose in our children's lives and some adults we don't. So we can really help the parent navigate telling the trust with the child by doing some of those things. So not only does it promote advocacy in the children but it lets them build the trust by helping them do that, so bust out the pamphlets. Get a get to know you activity, create some special time for them to talk to the teacher before school starts or before intervention starts or before ballet starts. Insert any activity but take the time to let the child build a relationship with the person in their life so we can kind of take away some of the barrier and strengthen the trust.

>> And some of that can include specific medical information. It can be really scary to take on a child with medical needs that you do not understand, so giving them the empowerment to understand better what the medical needs are can really help someone to take on delegation and say, you know actually I can handle that.

>> As a parent or professional, raise your hand if you have a lot of wonderful case notes that you know will never get looked at again? Yeah isn't that the most depressing thing in the world? I always tell professionals to value the time that you know you put in and value the time that others put in and making the notes and actually read them. Read the notes the past providers have shared with you. So that we can help move that forward. The delegation makes sense. We can avoid some barriers that other people have solved.

 That goes back to communicate. I recognize that talking about communication to this group is ironic. But that doesn't mean it is not something we can reiterate.

>> So the first strategy is the sacrament in which you may or may not have seen before. But it stands for keep it simple stupid. Because we just do need to keep things more simple. We don't have to hand everyone a standardized assessment for them to understand. We just need to give them just enough information that they do know where we are coming from.

>> You're going to notice there's a little fingers crossed next to it because there's the caveat we are going to talk about in a minute but for the most part that's very true. Setting clear expectations but when I was reading through the survey they were two times they get me a little teary-eyed and people are pretty vulnerable with this idea of please don't just say it is up to me. That is incredibly scary and I was talking with colleagues and saying why as professionals do we feel we can say it is up to you. Part of it is we think it gives a sense of confidence in you. I know you have been an educational system in the school for 30 years. You take my kiddo and it is up to you. We want that to seem respectful but actually it can feel disrespectful like you just wanted me to do what?or I can feel like you are not prepared on your part. So if it is an idea for indiscernible] say what is our goal, what experiences do you have that can help us modify this but have that be the conversation instead of it is up to you. That is terrifying.

>> I think also with delegating we can get delegating creative options. My idea is setting up Google forms are set up a series of questions for the goals we were meeting and when anybody else sees the kids they just jump into the Google form answer a couple multiple-choice questions and that I have these beautiful graphs that Google makes for me which I really love when someone else makes something for me. With parents though they can do some other things that we are not usually at liberty to do as therapists and teachers. They can use Marco Polo. They can use other messaging apps. Sometimes in ways that we can't. They can use those with babysitters, grandmothers like hey we are at therapy right now. This is what we are doing. This is the strategy we are using. Here is a little video. That is how I want you to do it when she's at your house on Thursday.

>> What's great is that grandma can also text the video back and say is this what you are looking for? Then you don't have to rely on your ability to communicate. You can see the putting there and that is great.

>> All right. This barrier is collaborating with care. So sometimes when we get into collaborating with people there are some moments where we might hurt each other's feelings. So this is our barrier.

>> My sister always says a secret is something you tell someone one at a time. I was like yeah, that's true. A secret really is a phrase we can share with one person at a time. Does anybody work in a rural community or small area or help people working in small areas?you will notice it's helpful to be respectful of sensitive information because people say how is so and so how is this going we often privity really sensitive information and we need to know and set clear expectations of what is appropriate to share with the entire team what you are just sharing with me and what I am just sharing with you.

>> Along with the idea of delegation and letting go of everything being perfectly the way that you would do it, assume whoever you are delegating to is going to do a great job. Maybe they are only going to do 70% as good as you would have done but 70% still mean something is happening that's benefiting the child 70% is a passing grade.. It works well.

>> If you are not sure. Ask. Double check. Just ask. Celebrate success. This is another part that really got me as I was reading through the surveys is people do not feel appreciated. Sometimes we assume that, I know you trust me enough to ask for help but also that you know enough to thank you I will let Lauren expand because we are both passionate about this part.

>> If you ask someone to help you with something when it happens let them know. So one of my aides I'm teaching in a preschool right now has been helping me spend time working on the fine motor skills of the child getting her hearing aid out of their ear without pulling on the tubing. So we are trying to get that out without the tubing happening and I am away today. I am at a conference and I got a text message this morning and she said he did it. In both ears. And I'm so excited because I missed it. And I am not there today. She texted me this morning and I was so excited. I think we can give the same respect of sharing it to other people who are helping us out.

>> I think that goes along with saying thank you. Two words go a really long way and this is not an easy field. There's a lot of things that go wrong. Is not always easy and not always easy to celebrate but sometimes the think you even if there's not necessarily something that feels like there's to celebrate the think you can keep you invested until you get to the part where we can celebrate.

>> These are the references and resources that we used as we were pulling together some of these strategies and the barriers, some of the books we read as we were discussing this together.

>> I am giving you a minute because I hate when it moves on when I am still taking the picture. But if it did move on before you took the picture of the QR code in the corner will convert all the sites to a PDF format. Isn't it cool that we have that? I think it's really neat and of course we read love it if you reach out to us first I'm currently in Alberta Canada but I still love my American friends. Please reach out and I would love to talk more about this.

>> I'm in southern Utah so I would also love it if you want to connect.

>> I think we have time like maybe two minutes if somebody has a question

>> I nailed the two-minute mark you guys did not see that but I was so good with the poster.

>> Or even just thoughts. It's been a long day.other advice because you know, everyone has got great advice for things that are working for them.

[Indiscernible background voice]

>>... it has to be really close.

>> You are like a singer.

>> So when you are trying to empower... so I am in birth to three. So I work with my parents every day and they get to a point where they feel empowered. But now it is time to empower the next person. How do you start the conversation with, well does dad put in the hearing aids, or because often the person you see the most becomes really the only person who touches that child. So how, and when do you start to tell them to open it up. Do you wait until they feel effective, or do you try from the start?

>> Such a good question. Go ahead.

>> I do not wait. Because I feel like the longer you wait the harder it is to let it go. So usually like you talked about the hearing aids, usually when it is still the beginning and they are like ugh, this is so hard. I had a family, it's so hard to get the hearing aids and because I'm a person that wakes up my kids two days a week and grandma wakes them up the other days of the week because I'm already at work and grandma is not putting in the hearing aids. And I don't know what to do. So I said well let's come up with a list of questions for grandma so we can figure out what the barrier is. And we start with that, and we start with, I made up a whole list of how we are asking grandma to delegate so she gets to blame me too. My therapist says that you have to tell me why, you know, do you feel comfortable holding the hearing aid? is it you know, it's very expensive, is it and we did start with kind of a list of common things. But, and then the next time something comes up and mom says to me I just, because they do, I wish dad would just model language or I wish dad would read books to him to because he's only wanting to read books and I cannot do it. It's always me. Then I will ask mom well what kinds of questions could you ask dad to find out how he would be comfortable. Then we would brainstorm that beginning of the conversation together. For them to take to the next person. I hope that gives you something.

>> I am going to quickly add one more thought on that. I had a parent to I had worked with for a couple months and she would say everything is fine everything is fine. We are feeling great. We would try to do the check ins every couple weeks to see how she was feeling and one day she kinda broke down and said she's not going find he's hitting at home and pulling at his sisters here he's losing it I need support. So it took me about 10 times to check in for me to realize he was at a point where she wanted to delegate but did not know how. Part of it was she was protecting her image of her child to me. And that took time. I'd like to tell you there's a magic pill to Spiegel that and make it go faster but those frequent check ins really helped to the point where than she was ready we were ready to talk about some strategies to delegate and bring her some of the relief that she desperately needed.

>> Thank you so much. We are taking our show on the road to 212. So if you enjoyed us, follow us over and we will walk together.