>> Welcome, good morning, wondering who is all in the room this morning. Let's do a show of hands if we have parents of children who have hearing loss?

Okay, how about early interventionists?

How about those at the EHDI level?

How about Hands & Voices?

Audiologists?

Students?

Wow, we've got such a great mix in here. Hopefully, I didn't leave anyone out, I'm sure I did. There's so many different hats that folks are wearing here today and many of you in the room look like you're wearing multiple hats. [Chuckles]

Today let's get started, let's see if I -- yeah. Today we are going to talk about what is your role, establishing a strong provider caregiver partnership, we're going to look at the coaching model in early intervention, analyze the role for the provider and the caregiver as they are participating in those services and identify elements. Do you want me to pause?

>> [Off mic]

[Pause].

>> PRESENTER: Okay, hold on I have one --

Oh.

[Pause].

>> PRESENTER: Okay, we're back. All good. We are going to look at the elements of the um... the coaching model through early intervention and really explore what that looks like to help establish that strong partnership between the provider and the parent or the caregiver. So I'm Michelle, the Executive Director.

We are pride services of early intervention within the St. Louis area. We have an audiology clinic that serves family in our early intervention program. We have a preschool program, and we also have a teletherapy program that serves 0 through age 18, nationally and even internationally. So we are touching many, many families, within the state, and around the country. And have lots of professionals that are working for us and with us. So just want to share a little bit about how this presentation came to be. Um... during COVID, we were seeing families online, those that we would typically see in their homes. So we started doing parents groups that would typically be in-person online with the families, trying to connect them and involve families and get them connected again as best as we could. Um, so this presentation, actually came to be because what we were finding is that shift, parents weren't always understanding what their role was, in their process. What does it look like for the parent? So as a provider, I've gone to school, I've gone to conferences, I've learned how to facilitate a session. How to plan, how to implement, how to help family. But for a family, that's just coming to us, this is all new to them. So for them, they don't understand early intervention. Or the journey that they are about to begin. And so what I went back and kind of established was: I see the need, because of the situation we're in... however we need to implement this more, and often so that families are understanding your child has been identified with a hearing loss, you were referred to our program, you're enrolling in our program. This is what it looks like.

So that we are being transparent and bringing parents to the table as a true partner in the process. So, this is a little family I work with, so we are all there together, right? Mom, dad, baby, going over some sort of form, starting that process. What I also found is if we start the process at the beginning with the family, it sets the framework, gives the family all the information. So as we are going down the process and down the road, if we are having struggles with attendance, or we're not understanding the next step, how can we apply those outside of our session? We can refer back to those initial conversations we had, where we really said: This is what it is, this is what we are going to do. Are you in this partnership with me as a provider?

And giving that parent the opportunity to have a voice to come to the table and say: I feel really comfortable with this, or I don't.

And establishing that from the get-go with the family. So we know that early intervention is successful, early identification paired with the intervention, and involving the families actively, is successful. What that looks like is therapists meeting with their family, going out to their homes, seeing them through teletherapy, working with them in collaboration for this much time. Right? And so the little bit of time that we are working with family in the moment, and then helping facilitate what does it look like in between the sessions when I'm going to be coming back next time? So, I really like this definition of coaching and I highlighted the keywords. I'm going to read through the keywords because I think it pulls out what we are all here for today. Um, so coaching is supporting. Refining knowledge and skills. Providing a structure, developing competence and skills, supporting and [off mic] child participation and done in meaningful ways. And so when we pull out those words and highlight the keywords, I think it really gives us a clear picture of we are here for the family, we are here for the child, we are trying to give the child -- or to give the family skills. And part as a provider, knowledge that I've learned through training. Sharing with the family. Giving them the knowledge so that their feeling empowered to advocate for their child. So, when we look at this, providers are developing caregivers capacity, highly individualized, flexible, collaborative, responsive, focused on overall family functioning. Looking at each family individually and working with that family as true partners. So, we are going to go through this first about providers and then dive into um, the role for parents. And so I've added some slides and deleted some slides trying to make this accessible for all the hats that we are wearing in the room. But when I originally did it, it was really geared towards parents, but I think it's good for parents to understand what is my role as a provider? And what is your role as a parent? Because I have expectations as a role as a parent, I hope you have expectations for my role as a provider and how do we hold ourselves accountable within that partnership?

We are looking at the providers a as coach, helping the parent to develop skills and carry out the strategies throughout their daily routines. Providers, what are your own personal cultural assumptions, knowing yourself. Going to those sessions, knowing who you are, what you're bringing to the table. What are your skill sets? What strategies techniques do you feel confident in your skills that you're bringing to the table, as a provider? And how to work with that family and establish that partnership?

We really look at adult learning theory. So many years ago when we started our teletherapy program we quickly realized that we needed to figure out how to work with the adults, because yes, we are here for the children, but we are ultimately coaching the adults in the room. And I went to school to learn how to teach children. And so to really study adult learning theory and learn about it, there's several components that go with teaching an adult that may be different then a child. So for an adult, you need collaboration... actively engaged in the process. Real life relevant practice with the skills, reflection, encouragement, feedback. And I like this last piece, I added it. It's establish evaluation and what I mean by that is I think it's important for us to have those conversations of, we are practicing this skill, but there's not a time limit, but there kind of it. We are not going to drag it out forever, so we are going to practice it today, try it out this week and when we come back next week, I want to hear how it went. So I'm putting a structure or framework around it to say, let's evaluate how this is going. More in the sense of that, reflective feedback component. Looking a at the coaching behaviors that we are utilizing as providers with the families and making sure that we are staying respectful and building that strong rapport with families and meeting family where is they are, is truly truly important. So, when we think about this coaching process, and the inclusion of adult learning theory, the components I'm looking at are interactive, reciprocal, flexible, trusting, collaborative, respectful and supportive. A few keywords that highlight what this looks like as we are building relationships and partnerships with our family that are open and honest and genuine and supporting them. The pictures are blurry up there, but um... let's see. The one in the bottom left corner was the actual child in the program. But brother and sister wanted in. Everybody piled on top of her to say "hi" and to take a picture that day. So it really is about the whole family. How does the family work as a unit? Every family is different. How does that family work? As we are having conversations with our families and learning how does your family function? Who is working outside of the home? Who is working inside the home? Who is the decision maker? I don't always want to only talk to the decision maker in the house. Because I want to know how the other person is feeling or I want to feel like I'm empty parting some information on to the other person. Whether that's grandma, grandpa, parents, care providers. So this doesn't only apply to parents, it goes outside of your internal family living in the home, also.

Building those alliances. So um, this is from research from 2003 and it's a list that gives us information about key components when we are trying to build a positive alliance with our families. I think this is important. I do like the piece that says high expectations. I pull that out because I think again, it's important for us to recognize we are here for a purpose. And all too often, I think I've seen cases where early intervention, I'm going to come in and have coffee and we are going to chitchat. Okay, maybe, but you're there for the family to help the child and what does that look like? So it's important as we establish these partnerships, that we keep our expectations high, providers know their reason for being there and are trying to facilitate that strong partnership. Parents know why they have access to this provider and feel a true learning partner in the process, to also have high expectations for themselves and for their child.

So, this picture, we are going to go into listening, so it's really important that we are active listeners with our families and we are engaged. We need to think about as providers, um, empathy, and body language, our choice of words that we are using and how we are exhibiting ourselves to our family to facilitate that partnership. So that it is supportive and collaborative and genuine and productive, ultimately. We are there to, as a provider, to help the family learn a skill that they can feel competent in and confident in to help their child. And that is how we are going to see success for children. And so all of this is really truly important and so when we are looking at it and thinking, what does that look like in-person, while we are talking with families, it's important to be genuine and open and honest and to have open body language. I use my hands, you can see in the picture. Always talking with my hands. But then you can see the mom is listening. This was just a clip from a video. So this little click I liked because I could see mom was thinking and listening and engaging. But then the flip happens. Right? Because then mom starts sharing.

And then I'm the listener. So it's very reciprocal. Dad is here too. You can see his head [laughter] at the front of the shot. As we are active listeners, what does that look like? This is for reflective listening. I like the slide, it will be uploaded, because it gives you some examples. So this seems really important to you. Tell me about a time, or is that what -- is this what you're saying and rephrasing it for them. Um, it seems like you're worried. Am I understanding this correctly? And really opening up that conversation with... open statements, that are listening to what the parents that we are working with are staying to us. Reflective listening, active listening, truly listening to somebody. I don't have an agenda. I'm not thinking and applying this is what you're saying to me. I am listening to you. I'm not thinking what is my response going to be, before you even finish your statement. I'm listening to your information, and giving you a reflection on it.

So for a parents and caregivers, we know that the providers behavior, plus the family's behavior is going to equal child outcomes. So all that we have been talking about, right? Providers helping parents, parents facilitating, advocating, feeling empowered and ultimately incorporating strategies into their day, are going to help the child have more successful outcomes.

How do we do that? So parents, I think it's important for parents to know what their communication style is. How do they want information from us? If you are a visual learner, and I am talking, talking, talking, talking, I don't know that you're going to retain it, because that's not your learning style. So how do we have those conversations with parents of what's the best way for you to get information? If you're a visual learner and you want handouts, I can create handouts. If you're a visual learner and you want YouTube links or video links, we can create those, too. Video demonstrations, or whatnot. So I think these conversations of how do we work back-and-forth between the people that are in this partnership, I almost said two, but it's not two. It's myself as a provider, the family, whoever that incorporates. It's also all the other professionals we work with, audiologists and the whole EI team. Lots of different professionals that are also part of this process and how do we help facilitate that, as that early intervention provider on the team. And working with the entire team.

So, this is -- that was -- oh, there were some more up at the top. I don't know where they went.

Just thinking through, what type of learner you are and how you like to get your information as a parent. This here is just an example of some ways that we can think through how to give information. If you go back to the adult learning theory, adults are learning when the information is relevant, real life accessible, at their fingertips. How can you access the information? How can you have a fast track to everything we talked about in our session? It's this much time, that one hour. And so how do we go back? Can I send them a video link, we are all on our phones, they quickly can pull it up and say these are the Ling sounds, that's an easy one. It can be an audio recording of the Ling sounds, a video demonstration. Sometimes I'll make it with the family, sometimes I'll do it myself and send it to them. But again, it goes back to that conversation with the family of: We know we are working on this... how can I help you practice this throughout the week? What do you need? What do we need to do together and how do we incorporate that so that you are feeling successful?

We need to consider a few things. And I think this is important for parents, too. To recognize... I was just talking with somebody. We are creatures of habit. So, change is hard. Change is very hard. New situations are difficult. Trying to figure out what your place is, what your role is, what your expectations are. And we often push back, when we feel someone might be trying to change. Change us, change our process, change our procedures. Um, because when we think about early intervention, a family is welcoming a provider into their home and then the provider comes in, hopefully building a partnership with that family, but ultimately, giving some ideas and suggestions and things to try. And so as a "person", the inclination may be: Wait a second, I'm not going to do that.

Or: Sounds good in the moment but I'm not going to be able to follow through with that.

So just recognizing and having those up front conversations of that's human nature. And it's okay, what is our goal here? Always going back to what is your goal for your child? What would you like to see at the end of this journey for your child?

And what is working well? What do we want to accomplish? And having online conversations about that.

So, I'm wondering, from this discussion, if you all are feeling open to the possibilities of this? Open to that idea of "Okay, maybe I'm already doing this, maybe I could... I'm thinking about a few things that I could share with a parent, partner that I'm working with, offer a provider that I'm working with. How to help continue to facilitate those strong partnerships."

I'm going to try to open this. Let's see if it works.

[Pause].

>> PRESENTER: Shoot. I have to go back here. If you get your phone, you can scan the QR code or go to Menti.com and enter those numbers and it should take you to the website.

[Pause].

>> PRESENTER: And then when you get to the website it's going to ask you a question. Did you get it? Melissa?

It's going to ask you what fosters a strong caregiver provider partnership. And you can type in. I believe it offers you 3 options for 3 words.

Is it working?

>> [Off mic].

>> PRESENTER: Yep.

[Pause].

>> PRESENTER: Not working? Oh, it is working. Okay. Good. Let's see if it's working on my end. It's supposed to be popping up.

Are you all seeing anything on your screen pop up? You are? But I'm not. Okay. [Chuckles]

Anybody want to share what you're seeing or... share your screen with me?

>> [Off mic].

>> PRESENTER: It's not?

[Pause].

>> PRESENTER: Well that --

>> [Off mic].

>> PRESENTER: Oh, my.

>> It asks you for an [off mic].

>> PRESENTER: Okay, but I should be able to show you the results up here. Is my tech person still in here? Because there's no -- oh, he told me how to do this. Hold on.

[Pause].

>> PRESENTER: Well, he told me the mouse expands...

I got it. So we are going to close that one.

[Pause].

>> PRESENTER: Hmm.... okay, well we may just have to do this the... old fashion way.

Okay, so I think I only have a few more minutes but do you want to walk this around?

>> [Off mic].

>> PRESENTER: Okay. I was just thinking we could throw out a few words of what fosters that strong provider caregiver partnership?

>> AUDIENCE: Active listening.

>> AUDIENCE: Equal expectations.

>> AUDIENCE: Respect. Respect.

>> AUDIENCE: Shared goals.

>> AUDIENCE: Mutual trust.

>> AUDIENCE: Collaboration.

>> PRESENTER: So the next question I have for you is, can you identify --

Oh. There's your answers. [Laughter].

It advanced.

This question was, identify one action that maybe you could take, or that you're thinking about, as we are having this discussion this morning. And act on to help foster that partnership.

[Pause].

>> PRESENTER: So we have listen, reflective listening, show compassion, collaboration with all members... giving the caregiver space to explore their own learning style. Learn how to parent learns, and help the parent learn how they learn, also. Meeting the family where they are at. Asking how they are doing listening to them. Trust that each are willing to do what it takes to get ahead, I'm thinking that might said. Building rapport and establishing trust, meeting families where they are. Validating family's feelings. Yes. These are great. I love this. I also think it's really important one of the things we did not talk about was celebrations. Celebrating every little accomplishment, achievement. Not only for the child. How often do we get videos of "Look what they said today" or "They are walking" whatever it may be. But celebrations for the parents, too. Right? Because they are our learning in this process and they are working really hard to learn the information, to use the information, to be the best that they can be, to help their child on this journey. All the celebrations I think are very important. So if I X out of this, now that we kind of have it working... this is my contact info. We have a booth going and I have cards at the booth, I -- it's been so fun to talk to everyone here and hear different stories and just meet and greet. I think EHDI is so great about the social aspect. So certainly, feel free to swing by. Booths are up until 11 o'clock and then I'll be taking it down, but that's my contact info. Feel free to e-mail with any questions or thoughts. All right. Thank you.

[Applause]