Tools to Leverage Cross‑Sector Systems That Enhance Language Acquisition and Kindergarten Readiness for Children Who Are DHH

3/17/2024

>> Hi, everyone, welcome. Make sure that you have signed in. It's in the back right or left corner by the water jug. We'll start here in a few minutes. Thank you. All right. Make sure you have signed in. You can do that at one of the breaks if you have not done that by now. We'll go ahead and get started. Good afternoon. I'm Chantel from the University of Chapel Hill, North Carolina. I'm here from the Workforce Development Center, and we're going to make this active and practice with how these high‑level concepts work. We're going to start by sharing at your table your name and where you're from and what is your role from within the EHDI system.

We'll take about one more minute to finish up here introducing at the tables and sharing our names and what are our roles in the system. We're hearing a little bit of feedback through the speaker system, so we’re going to have someone check on that. Wonderful. Let's all come back. As I said, I'm Chantel from North Carolina and my background is children's school readiness and I'm an evaluator for the Workforce Development Center. I'm going to learn a lot from being here with you today. So I want to get a sense of who is here today. If you're a formal part of your EHDI program staff, can you raise your hand and let us know how many we have represented. Thank you.

If you're an audiologist or speech language pathologist, can you raise your hand? If you're parents of kids deaf and hard of hearing, can you raise your hand please. If your role is early intervention school education system, can you raise your hand please. We may have missed categories, so if you don't identify with any of the mentioned, can you raise your hand and let us know.

>> I'm an academic researcher.

>> Okay. Any additional today? Pediatrics. Okay, anyone else? An industry researcher, thank you. Yes?

>> I'm a teacher of the deaf. I teach at a deaf school.

>> Thank you. Great. Okay, I'm going to move on today. We have a long session, four hours together. So if you need to stretch or take a break, that is fine. We're going to be active in moving around a little bit we want you to be comfortable. We hope to increase abilities to use drivers and stages a tool called the Five R's and appreciative state EHDI program context. So we have an ice breaker to go through next, it's called empty the cup. We'll have you join with a partner at your table. Sometimes it's hard to learn something so different and we thought we would share something that you have experienced this morning ‑‑ maybe work or travel that has been on your mind and let that go. We're hoping to share something ‑‑ (lost audio).

>> (Technology issue).

>> (Table discussions).

>> We have three minutes so ‑‑ by my watch, we have three or four minutes. I started a timer. Thank you, everyone, for sharing. It looks like we got a lot of conversations started. That is great. I'm going to turn over the microphone to Kristen, and each presenter is going to give their own introduction at the beginning of the session.

>> Hello and good afternoon. So I'm Kristen Hassmiller Lich on faculty in the School of Public Health in UNC. I lead the Workforce Development Center, and we do programs for children and youth with special needs. We want to bring these methods to you today. As we support the early EHDI program, we need to think about the EHDI program as a program and think about strengthening the program. So I want to introduce vocabulary and demystify the terms used, and I want you to think about the systems and your roles in the system and what this looks like and what we want the EHDI system to look like.

So I want to start by just talking about what is a system. You hear system or system thinking on a complex organize or information computer system. Those are systems but so many other things are systems too. We have so many systems involved in our lives and work. I want to talk about it as part of things that interact to form an interdependent whole and produce outcomes that we care about. So for example, a watch is an a system. I don't understand how the system works but there is lots of component parts. Gears if we have an old school watch. New parts that I can't imagine in our fancy watches.

But these parts they are all critical to helping us know what time it is and the functions that our watches are doing. These parts have to be in place, they have to be working together as they should. For us to be able to tell time. A family or a household is a system and when we think about systems, we need to think about what is that outcome or set of outcomes that we care about. So what do we the families and households come together to do? So you're going to think about the family differently. So if a family is together to try to help raise children, right to raise up the next generation of healthy and independent humans, we can think about what are the parts of the system?

And those are people and maybe roles, parents, neighbors and loved ones and there is the physical space that you live. There is lots of parts to a family so think about the outcomes what we care about and what are the interconnections between those people in the systems.

It can start to get really big if you think about the other parts that are important. So I write out the components that are most relevant and you have these parking lot list so some of the parts and relationships will be more important we're going to spend a lot of time today talking about how to think about system and supports kids that are deaf and hard of hearing and early hearing detection and language acquisition and kindergarten readiness. So take a moment to think about the systems that affect your personal and work life. So state departments are also a system and I want to broaden this to thinking about the roles and responses and ways of doing things.

Just to start to bring this view of systems to life a little more I want to think about how we think about the systems supports kids and youth. So we talked about how it has lots of gears, well so does this system and part of that is the people with the roles. We have parents and social support around these kids. That is a huge part of this but there is also teachers, folks in schools helping to support knowledge. Also, social emotional wellness. We have a lot of healthcare providers and lots of different healthcare providers, we have audiologists and specialists. But the system has more than people, it has other components like financial resources, programs, may or not be working as well as we want but they are important parts.

There is laws, policies, eligibility requirements, the rules and who needs to do what. There is cultural and practice norms and what we tend to do. They shape what happens and they are important. Sometimes the most important parts of the system are the things that happen in the spaces between the other parts of the system, and we can't ignore these. To what extent is there trust between the people in the roles of the system? Does our system have warm handoffs? If you are referred from one program to another, are we shaping that? So think about the spaces between the parts of the system. So trust, communication and the extent to goal alignment. So the big system is that we're trying to get our work done and maybe things don't align very well between the parts. You are tasked with one thing and not thinking about when things are not aligned and what it takes to get to better alignment. So this is thinking of the system in terms of the outcomes and parts and people and roles and way more than that too.

Systems thinking is really important. If all of the outcomes that we cared about are controlled in the organizations, we have management teams that are good at aligning things but not everything works like that. So thinking about early hearing and connecting people to services and closing feedback loops. It's in the realm of one organization so we need to bring the system strengthening perspective into our work. It will not happen if we don't bring it.

If you're starting a program that is focused on one piece of the system, we need to understand how that program fits in the bigger system. So it takes you to understand what your gear or piece in the system is, what it's supposed to do and how that ripples through for better and worse. So you need to understand the system that is functioning before you. Because that doesn't go away, so you want to set yourself up to succeed and create the programs that your role is designed to achieve. So we need to fit ourselves well in the system. So we are going to serve smaller roles in the system and we need to be aware of the system and others are going to embrace this strengthening work in our roles.

A big part of systems thinking is creating a discipline practice of zooming in and zooming out. So we need to understand the pieces and we need people that are focused on understanding the pieces and the small programs and the really specific tasks we need to do them well. But we need to Zoom out and see how that fits in the bigger system and how well things are going. We need to keep this disciplined practice of remembering that everything we're doing is in a bigger picture and make sure it's working in that way. Sometimes that can feel overwhelming and that is ‑‑ (lost audio).

So that is what is affecting that part of the system. So that is really important and there is structured tools to help you do this. It can be overwhelming it's about having discipline and how you do this. There is a really important framework that we use in our systems, and that is the Iceberg Model. I want to take a little bit of time to talk through this with you all. So what do we know about ice bergs? I'm excited to talk about this because I came back from a cruise to ant ark tick a. So you see this tiny bit above the water line and there is so much structure below. So carry this as you think about systems and how they behave. We see the tip of the iceberg, and the top is the events and the e‑mails and the news stories and problems that we have to fix.

Think about how you spend your time over the last couple of days in your personal and work life. We do a lot of firefighting we are told this has to get fixed now and we do it. I'm hungry and I'm going to find food. Our brains are amazing at processing information and helping us act quickly. Fight or flight. We have this disciplinary training, and we have this data, and we try to make decisions quickly. We need to pay attention to when the responses are not working and maybe backfiring or there is a challenge that we keep facing over and over again. Or if we have a sense that what we're doing is making things worse for someone else, we need to pause. So let's use this to talk about our system, supporting kids who have hearing difficulties and we want to support with language acquisition and kindergarten readiness and how we need to support ourselves in the work.

So I would love to couple of people to shout out answers. So Amy has a microphone, and she's going to come around so talk what are it fires and those things that we need to do something about in our work supporting hearing and language acquisition and what are the fires that we're responding to from day to day? Would anyone like to share?

>> Just making sure that have the proper support in transitioning so that the schools are meeting the children where they are and supporting their needs.

>> What is a signal that maybe it did not go right, and they were not supported. What does that look like?

>> I can work with that child and that family in the position that is serving the child and what does it look like if that does not happen? Then precious time is lost where they don't have that development happening and you set them up for education failure. So the kid is going to be in trouble.

>> Yeah. So later in the Iceberg, we're going to start to do ‑‑ (lost audio).

>> And the parents losing out minute by minute and day by day.

>> It's a really high cost. It's right behind you. We are responding to the fire of service providers not in play or funding budgeted for it and there was a lack of communication or timing of when they come into the system.

>> Having resources in place and timing breakdowns. What other fires, e‑mails do? Leads to system breakdowns. Yes, what else?

>> Urgency in the state of people not knowing how many deaf or hard of hearing children we have.

>> I love that we are starting to hear about fires at so many levels and what is the scope of our intervention. Hearing things at the local level and things are not working and you don't have the resources. And at the state level. Anything else that feels like we have not talked about it? Fires and problems that this system faces?

>> Lack of a standardized appropriate assessment to track trajectories and development.

>> Do you want to take more or move on we have a few more.

>> Let's do them and we'll start to dig down into the iceberg.

>> An interpreter needs the microphone. Sorry, Amy, right here.

>> There is not enough deaf professionals in the system to provide accurate advice and information for families to see what deaf people can do later in life.

>> Yes. I love that you voiced this.

>> We're seeing a trend of more families declined in early intervention and we're also seeing that the hearing levels there is a difference to where it's not mild or unilateral there is more severe and profound that are declining. So I'm going to pivot to the next level and think about the trends and what is happening? What are the trends that we're seeing for better and worse. So you named a trend of what is needed is changing and it's more intense it's a signal that things are changing. And we want to understand in what ways our system is breaking down or perhaps strengthening and we need to pivot to what we're focused on. So that is a great example of a trend, something that we're seeing that is changing.

What we want to do is shed out the fires and move down the iceberg and put them into context because maybe it's a fluke and does not represent patterns. So that pushes us to think about it more broadly in the system. So you want to think what is happening over time. Is something intensifying or getting better? They can be trends that are going to hit the system and create a need for change. If families are losing or getting insurance, how do we meet their needs? They are trends we know we're going to have to respond to. They could be over time, and what is happening over different geographic areas, and we look at heat maps and try to understand why they are getting better or worse. And we look at the patterns for different subpopulations that we care about. So I wonder if we can get examples of the patterns or trends that are really important for our system.

>> I think people are wanting a one‑stop shop, one organization to fix it. So is it a problem that is apart across part B and C, EHDI and people are not taking the time to go across state agencies and if we have skilled providers, they don't take the insurance that people are getting as we change Medicaid. Let's take two more examples of trends.

>> In states that are collecting outcome data, they take a dive in language outcomes.

>> One more.

>> I'm going to say where I'm from, I'm in Florida. We see them getting diagnosed earlier and it appears they are less likely to enroll in part C. It appears that our part C providers are not educated enough to provide support to parents to help them understand the importance of early intervention we're talking about two‑month old babies that don't have developmental delays, but they are likely to have delays if they don't get intervention.

>> So that is an example of a trend, and you get such powerful hypothesis of why that trend is happening. So here is what we think is underneath that. So what we want to encourage you to do is raise up the patterns and trends and what are the ramifications and what hints do we get in ways the system is not working and ways to strengthen it. So that was a great example of the trend and seeing where the problem is. So this is the next level of the iceberg is system structures. So focus on calling out what is causing those bad trends that we want to fix. What are the system structures that lead to good trends that we want to spread to other places. It's good and bad here.

So what is producing those that needs to change to get where we want to get? So by system structures I mean things like how we organize and split apart our problems. There just doesn't seem to be good coordination and maybe it's bigger than EHDI. Maybe the programs are fine, but we need people to see how the parts are connected. So what are the parts and are they working and what are the policies in place and we want to call out ways of doing things and characteristics that feel problematic. Maybe it's a breakdown in the roles and correct them. So system structures is the next level down. We want to hear one or two examples of system structures that feel really important.

>> I'm Anna Dodd from Washington. We have local leads, and each county does it differently within our structure. So we have a lot of variability in terms of what is available and what folks know and have access to as families.

>> So love that. Calling that out to change the ways things are working. One more. Good? Okay. At the bottom of the iceberg is mental models and when I first got going with this, I thought systems structures is where the action is but it's down here in mental models. What we mean are simplifications that we make our in our heads and what the goals are. We have had different experiences and seen different data. We have different expertise that we're bringing in the system and we don't appreciate how different we are. And we can learn how the system works and strengthen the system, but we have to take the time to talk across perspectives and boundaries and be open to listen and hearing and learning.

We are experts in the piece of the world in which we work. If you were trained in a discipline, you're going to be trained in a certain way and focus on certain things and maybe not other things. There is rules that get built in to think about what we do and value. So I encourage us to question our mental models. It affects how we go about doing things in the world, and can contribute to the structures that we want to change. So think about ways if strengthened could lead to different structures. What are the simplifying rules that may be contributing to the problem. So take time to call out the models that are underpinning and that could be powerful. Can we get one example of a mental model that feels important in our system?

>> The one that stands out to me is Audism and being deaf or hard or hard of hearing is going to be fixed.

>> And that reverberates so much and imagine if that changed how the system structure might change. Do you want to shout yours out?

>> What was I going to say? Privacy I think the need to move forward with data while protecting privacy.

>> I think we feel like that is important and it's so important but we ‑‑ (lost audio). We can contextualize that in terms of what is happening patterns and trends and producing those in mental models that could produce better outcomes if changed. (Lost audio). We can build this into our work life into our agenda so it's things like seeing the big system and developing shared mental models. (Lost audio). Any burning reflections or questions at this point?

>> What have you found successful to help people question their mental models?

>> That is a great question. So one of them is the five whys. So you create a space that they appreciate that we might be well intentioned and also part of the problem. So we have to listen and think and be open-minded and that takes time and really answering questions. So why do you do this and question that. So it's important to ‑‑ so we have structured rules for saying what is your theory of change. What motivates you to do this way? And people and if you can acknowledge that I see that you're ‑‑ (lost audio).

You're coming from a place of caring and a place of trying to achieve a good outcome and there is a ripple effect, and can we talk about and start to open it up and use the strengths and resources that are around us to do things differently but it takes time and willingness to enter those conversations. Not easy. So maybe having conversations with people in those roles and try to play it back for other people. That is the tip of the iceberg for that answer. That is a really good question. Any other burning questions or reflections at this point? Yeah.

>> Do you want to say more about that? I talked about taking time with our systems work we have structured activities that try to give people guides for unpacking mental models and nicely critiquing them and Dorothy is going to talk about this.

>> About the systems thinking before we move to the introduction of it we heard from the professionals but this is a question for the parents of the audience is there anything that you can identify as a system failure?

>> Are there resources for families to learn more about the system? And have these opportunities? I know many of the families don't have the money to attend the conferences so what I can take back to them to pro vide resources to have these experiences and learn about the systems that we're discussing today?

>> I love this so much and the next activity is going to touch on both of these points. So we're going to do an activity that captures this. And we'll take pictures and type up what we hear today and play back what we hear today. Have we collected e‑mails today?

>> Yes, there is a sign‑in sheet and e‑mail addresses for folks that we have collected today.

>> Hi. I'm Dorothy with the National Workforce Development Center, and we facilitate these conversations with you as a state so if you want to engage with this work either using these tools or helping with the conversations or meeting with the family leaders to help broker resources in your state, this is a sample of activities that we do so we want to be available as you're doing the work over the course 06 your journeys. It takes a while to build trust and have conversations around these topics if you're not a government worker or professional practitioner so feel free to reach out and we're happy to come to your state. I want to mention one resource is conversational capacity and we talk about building skills in candor and curiosity and being able to be curious about another person's perspective. So that is conversational capacity by Greg Weber, if you're interested in that resource.

>> So what we're going to do is start to introduce you to ‑‑ you can hear me okay right? I realized it was pointing down. We will introduce you to a series of activities that we use in the field. Okay so before we get going, we want to start the interactive part of the session so let's give everyone a chance to stand up and stretch. Take a second before we transition to the next section of your workshop. I should mention that we have one printout of the slides if anyone has vision impairment and appreciates a larger version of the slides at your table, we have one here; please let us know.

All right. Welcome back, everyone. Please have a seat. Hopefully the stretch helped little bit. I'm Amy Mullenix. I'm with the Workforce Development Department, and I would like to be the first person on the panel to say happy Saint Patrick’s Day. As Kristin mentioned, we're here for four hours so we're going to take a break in 40 minutes and you're adults so we're going to move into an activity that you can use in your system to thing about what your system looks like. So we're going to have you up and using sticky notes and be more interactive in this part. So we're going to jump into the Five R's results, roles, resources, rules and relationships. This is a framework from global health work that is useful here in the U.S. that you have described for us in the iceberg activity.

This helps you unpack and understand a system. It's a series of guiding questions in a guided facilitation way and it produces structured brainstorming. It's great and without a structure we don't know what to do with it. So the Five R's help us to contain this with the intent of getting to a shared understanding and get to the same place. So it works great to examine the status of a project. So this is not getting to family level changes. This is zoom up or zoom out that helps you see the big picture. So I'm going to talk us through all five of the R's and put you to work.

So this is the essential question what are the results, rules, resources and relationships that are for the states EHDI system or in our state as a whole what can we think about that helps us unpack the system that is supporting the kids? So we're going to unpack the first 4 more briefly. So I'm going to walk through an example and this will help us think about what it looks like for another system and then work on the system of supporting kids who are deaf and hard of hearing. So what can we do to advance systems that advance birth equity. So this was asked of 50 national organizations that are interested in supporting birth equity and they were asked to use these Five R's way of thinking to help us get a picture of this birth equity. So what is the result that we're after and this is what they came up with. For some people it's related to outcomes. So if you do this activity as we're doing it together, to think about outcomes for children that are deaf and hard of hearing some of the results are going to be related to outcomes and broader societal concerns.

Um, data transparency and it's a broad range so that is the R. It's what is it that we want to see in the system? What is our goal for the system? So those are results. Fairly self‑explanatory. So roles. Next, who are the key actors that affect or are affected by the results? So then you reflect on what did we say together that we want our results to be and then and ourselves who are the actors or people or organizations that affect the results or affected by the results?

Organizations, healthcare systems, this broad range. So those are the roles. The next R is resources. So what types of resources do we already have that can help us advance birth equity? So what resources do we have to advance or improve the systems for kids that are deaf and hard of hearing. So we have advocacy and leadership opportunities. We have money. We have investment. We have a shared mental model, so this was important and a commitment. So resources are not just money. We encourage you to think broadly about the resources that you have and we have space and this conference is a good example of that. So those are the resources and I'm going to talk about rules. There are rules that shape what we can do in our individual roles as parents and humans in our professional roles and there is rules that are attached to doing our work. So when working on these think about the rules that nobody says out loud. For example, yes, we should partner with Medicaid, and you should talk to Megan and not to Sam because Sam gets in our way.

That sort of statement that becomes legend or myth in your organization that is a rule that you will not find written down in a document guidance. Those are also the rules that help us think about how we can or cannot change our system. So think about the rules. So the key takeaway here before I put you to work is using the Five R's to strengthen the system by gathering a group of individuals that help you zoom out and assess what it is about the system that is working great or that is not working so we can start to identify gaps and opportunities to improve and strengthen the system.

I think we ran out in the tables in the back might need to share but I'm going to instructions for the activity. You should have sharpies and sticky notes on your tables. Unless you ran and we have results over here, rules are back there. Oops, that are roles. It looks very similar. That is roles. Rules are up here. And resources all back there. So using this slide as you're guiding frame, each take one or two stickies per R or for each of these roles, rules, responsibilities, resources one or two stickies per person and per flip chart and put them up on the right sticky. One item per sticky if you need to use more stickies use more. So one idea per stickie. Thank you. Yes, you can also observe what is already up. If one of these are hard for you, just walk up and see the stickies that are already up. (Lost audio).

>> Yep, thank you for that clarification.

(Table activity).

>> Hi, can I have your attention. Thank you, everyone. We have some time and we're going to spend time unpacking or trying to understand the sticky notes. Thank you for putting up so many sticky notes. We have arrived at the time where you get a break, it's 2 o'clock, so take till 2:30 to take the break that you need. And number two, please make sure you put up all your stickies and take time at the beginning or the middle or end of the half hour to take time to look at the posters that are up and star or circle what you agree with and read and reflect on other perspectives about these Five R's. So take the 30 minutes as you need it, those are your three assignments. Thank you, we'll be back at 2:30.

(Break Taken).

>> Hi, everyone. This is your 15‑minute announcement. You have 15 minutes to take a break and put up stickies and look at other stickies. This is important because we're going to ask you to reflect on that when we come back from the break at 2:30. Thank you.

(Break Taken).

>> That one is parent caregivers. It says reflections, sorry. So we can do reflections. All right, are we ready to come back together? Thank you, everyone. I hope you had a good break. Thank you for participating in the activity. There is lots and lots of stickies. We wanted to share ‑‑ we'll try to ‑‑ we'll take pictures of the flip charts and type them up and we'll send them out to you if you registered for the session. If you did not register for the session that is okay. There is a flip chart that says if you did not register but want output you put your e‑mail and we'll add to you to it list. Because of the room is so large the way we're going to ask you to review what you learned is at your table we're going to take about five minutes and share at your table one thing that surprised you that you read on a flip chart, or something that stuck with you or something that you want to carry home with you. You can talk about any or all of the flip charts but share your takeaways from that.

(Table discussion).

>> Okay, let's regroup. We have talked about four of the Five R's, and now we want to spend time talking about the fifth R which is relationships. I'm going to give you a few seconds to wrap up any last conversations with the R's. Let's talk about the fifth R which is is really important and starts to pull together the other conversations about the other R's. So like before, I'm going to talk about the relationship insights about the birth EHDI work and pose three framing questions. So when we tackle relationships, we're going to go into groups with other people that have a similar role as you.

So here are just a couple of examples of things that we learned talking about really important relationships in the birth equity system. So what I want you to know is that relationships there is a couple of parts to it. So think about the two nouns and how they are related and connected? So we see descriptions of the roles, people's roles or organizations and what needs to be true to be effective? So the more detailed we get, the more clear we are about the relationships that have to be nurtured and what that looks like. So we see things like hospitals and community‑based organizations and we need to think what thriving families looks like. And policy makers and funders need to partner and listen to community‑based organizations. Healthcare providers in training need improved education on their role and what that looks like. So we're calling out connections between people and tasks and sometimes people and other people.

Businesses, funding organizations need to collaborate. The quote at the top says our birth worker and MCH workforce needs to be protected from burnout we can't afford to lose them. So we're calling out the threat to staying engaged in the work. So when we think about relationships it's not just people it's the nouns could be people and tasks and people and other people and what needs to be true about the relationship and what they are doing together.

So to begin thinking about this in the room we have flip charts up spread around the room so I'm going to ask you to move to the role you want focus on. So pick the one that you want to think about today. We have here on my left, parents and care givers of kids that are deaf and hard of hearing. Next is audiologists and speech and language pathologists. Middle of the wall in the back and on the right we have two flip charts because we have a lot of EHDI program staff so if you can divide between these two groups. And on the right, we have early interventions and schools and folks that are involved in the education system and these three miscellaneous folks. If you want to join the other groups with that hat on, feel free or if you have a different role and want to talk to a mixed group feel free to join this group at the front of the room. So I'm going to give you instructions and then you can go to the small group of your choosing.

So with relationships, the first thing we want to do is think about who does what? So I want you to name your role in supporting kindergarten readiness and what your responsibilities are. So that is one to four words that you use to describe yourself. And hopefully there is overlap and differences in the subgroups. For the roles that you label, think about naming the discreet responsibilities and you can use stickies that folks with that role carry. Here we want to start to define your role through what you're doing so we can make sure that they are working well. So it's fun to talk about what are your primary responsibilities. So let's take about 10 minutes and get into small groups and talk about how you see and describe yourselves and those roles and the responsibilities for the different roles. Okay.

(Table discussion).

>> Okay, I'll bring us back together at 2:54. So sorry, I would encourage you to grab sharpies and stickies and feel free to document how you want. So make sure you document what you are thinking about for roles and responsibilities in the way that makes sense to your group.

(Table discussion).

>> How is it going? I'm going to interrupt for just 30 seconds. These conversations are so good. And sometimes it's hard. So um, I want to encourage you to ‑‑ we're going to give five more minutes because the conversations are still happening. We're going to share across the groups because it's important to tell others what you see as your responsibilities and roles in the system so make sure your writing roles and responsibilities on the flip charts. We're going to continue this for another five minutes.

(Table discussion).

>> Okay, it's 3 o'clock. I'm going to layer on one more step. Everyone stay where you are. Okay so, let me just interrupt you for a moment and we'll go back to these conversations. So you have been talking about roles and responsibilities and thinking about the actors in the system and who needs to be doing what so that is one type of relationship. So we want to push between connections of the actors in the different roles in the system. So think about for these roles and responsibilities that you write out, who do you or who should you partner with about what to support the responsibilities that you're laying out? So if you can make a note about the responsibilities that you carry in your role, and who or what should you be partnering with on this role. So we're thinking about other types of roles in the system that you should be in contact and partnership with and collaborate with and start to describe the relationships in terms of supporting your responsibilities in the system. So let's take five minutes and start to layer in the who, and we'll regroup at 3:07.

(Table discussion).

>> Okay, I'm going to bring us back together. Feel free to return to your seats. Again, we'll type this all up and e‑mail it out. It's really important to take time to make notes about what our roles and responsibilities are and share these with each other. One last slide for me before I turn it over to Dorothy, we called out groups that are not here in the room so take the time about who is missing in the conversations you're having about how to strengthen your EHDI systems. Make sure you understand who is working in the system and who could be? And who touches the kids to strengthen our EHDI systems. I want to turn it over to Dorothy and talk about tools for navigating change.

>> Are you awake now? All right. We're going go with it this way. Hi, everyone. Sorry for the challenges of the microphone. You're doing great, we have another hour so we're going to keep this energized and interactive. As Kristen said, we're moving into specific tools for you to use with your teams or we can help you facilitate. We are going to look at a system map that is a tool that does what Kristen mentioned and help you think about other actors that you want to connect with or are connecting with to do the work. And we're going to focus on positive attributes of your system because we go down a rabbit hole thinking about the things that do not work well and wrap up with how to move from big wishes and dreams the operationalizing what you want to see in your communities. So we're going to start with whole system mapping. How many have done mapping of assets or systems before?

So this simple to do, but it's informative about talking bet the gaps in the system. So this will help you give a high‑level view of the system. You will be able to identify collaborators that are missing from the table and improve and address the gaps and duplication or underutilization of resources or maybe working together better by streamlining. So this is a table with a set of questions and you identify the questions that are more relevant to your work. So for example, who delivers services in your state for children that are deaf and hard of hearing and what is your definition of the services. You list a different actor that has information to share about their services for this population.

So here are the steps. And we're going to give you a template to work at your tables. You want to define the system that you're trying to map and we're looking at the system of services for children and families that are affected by deaf and hard of hearing. You are going to talk about the information that you want to collect. And you're going to identify the sources of the information and you're going to have a table to start to think about the resources for the states in your communities. You're going to look at the table and see what we notice? Where can we improve and who is missing and then you plan your next steps.

Here is an example we have done this with other states and communities, and they were looking at housing for families with young children. So the questions related to housing is what services are provided to support housing? Where is the service located? Who is eligible or who receives the service? How do they connect to the service and what is the capacity for this organization to serve these families?

So for example, housing organization A, they provide vouchers for rent on a sliding scale basis. These are available state wide and individuals have to be over 18 and have income less than 200% of the federal poverty level. They can reach out or be referred and they are able to serve 28,000 families each year. And they can provide you with the demographics of those that are served. So you see that same information is gathered for the housing and temporary housing solutions and the housing coalition group and this serves as a map to look at housing resources. Second example, pediatric primary care supports for families.

So this particular team wanted to look at what service is provided. Where is the service? Who receives the service and how they are connected to the services and how many people are served by this particular organization. So one is called Reach Out and Read. Primary care clinicians help to start them to reading and they are connected to this resource through their wellness business and the materials reach 735,000 children across North Carolina each year. The second example is Healthy Steps. This is only available in three North Carolina counties for kids 0 to 3, and they are connected to the service through their medical home.

And this is able to provide services for 22,000 children for families of color or low income. So you're going to get a template they are being passed out now. And I encourage you, as you complete your map, to really think about equity. Who is available to provide information about the organization? Is your list inclusive? Are you missing people? Are certain groups of children not receiving the services because of demographics so do they describe who is being served and where the services are and are there different outcomes for different populations.

So this is where we think about the population of interest, children with families who are impacted by deaf and hard of hearing. So as you build these maps, um, consider it a starter map. What happens for whom? When? What triggers the service and who delivers and funds it? How many people are served and is this something that improves or exacerbates in equity. So you have the maps in front of you. Is there a map for each person or each table? Each person. Okay. So you can work individually or as partners at your table and start with the headings for the columns.

And these should be the questions that you have about the actors or the services in your community for children that have deaf or hard of hearing and what services they need. So once you have the headings you can populate the rows with the resources that you're aware of. So you can talk as a table about what is missing or what you observed from your maps. Does anyone have questions? Does everyone have at least one map at a table? Amy extra has extras. Who needs one? Please raise your hands. Over here. These are just sample headings. You can use them, or you can use other ones. So think about your system and think about what you want to know about your system, and populate your resources. You have about 10 minutes to do that, 3:30.

(Table discussion).

>> Just to clarify we're using the whole system map handout, so you may have gotten both of the tables but use the map which is the template. It's hard to see the headings, so I apologize about that. So if you have access to the C event and have access to the session, on your phone or computer, the headings are basically what service is provided and where it's located and who service is provided for and how many people are served each year and what is the mechanism for providing the service? It is hard to read.

Okay. So we would like to hear from the tables. If you are willing to share your starter whole system map, what were the headings for your columns and what were the resources that you identified? How about if we hear from our EHDI system coordinators that are in the back. Is there someone at a table who is in the row of an EHDI system coordinator that would like to share their map? Okay, I'll talk through it.

>> We were still discussing who should be talked about.

>> That is important because who is at the table that is represented? So anyone come up with any heading columns they want to share? I know somebody said that was the point of the exercise. It was an individual here that had Anna ha moment. Did your have your hand up? Yeah.

>> So like other groups we didn't get that far. But one thing we were thinking about there was a question of what services did we provide and what serviced are needed in addition to what we have. So we talked about behavioral therapy for children and having a transition mentor for families that have kiddos that are transitioning into the school systems. We provide PTOT, and more family collaboration training for our families so that is where we got so far.

>> That's great. So if you're in a room with a lot of people there might be someone in the room that says we do that and maybe you don't know about that so that is how you populate a map are all of the resources and maybe it's something that you identify as a need. Did anyone get far with headings? Here is one right here. Thank you, Amy.

>> Thank you. I guess one of the questions I had was how is this provider added and when because it makes me think differently about how to expand that.

>> So can you say more about that? How is this provider added to ‑‑

>> Well, I guess one of the examples is family to family support. So in some cases the EHDI program refers to that program but the parent is not ready so maybe they are not engaged so how do we circle back so that when is important and is there a way to do that differently so we make sure that all families are connected.

>> Thank you, good example. So hopefully that is something that you're able to use with your bigger system players as you're thinking about your resources. The next exercise that you have a handout about is taking a positive approach to change so early on we talked about change management strategies and we work in a field that sometimes does not have a lot of bright spots so this is a way to focus on the bright spots and doing better every day.

So we're going to take time and walk through the steps of the appreciative inquiry process and you will have time to practice with people at your table. It's a way to manage change that builds on existing strengths and engages others that we're trying to change. So it searches for the best in people and it's very intentional because we don't naturally stay in the space but we build on what is already working and spend less time on the things that are broken. And we inquire versus criticizing and negating ideas. So it's a little bit of a different approach than what we're used to when we're deficit oriented.

So the assumptions related to appreciative inquiry is that humans will go in the direction where they are asked questions. So if you're curious and try to focus on the positive you find that you move in that direction. This brings people together in more of a can-do attitude. Given the space to dream and share wishes engages people in a powerful way and draws out their creative energy. So if we focus on the things that work well, we'll see better outcomes and the intentionality and what we pay attention to so focus on what is working well, that is what our action will do. So we're in the space of problem solving as a professional we're taught to identify the problem and we did this today analyzing causes and addressed the problem and planned actions. This is another approach. It’s not problem solving is not worthwhile it is. But we're looking at the positive deviants like where are things working well, and how can we replicate that?

We dream and wish for a better community or better quality of life for people that we care about and talk about ways to support success and achieve the dream. So it's not like pie in the sky it's more actionable. So when we use the appreciative inquiry approach it's when challenges are complex and the problem is persistent and we make the problem worse and it's not clear how to get from point A to point B. There is no evidenced package of information to apply. So the benefit is that is builds relationships across a group. We would rather be in a room with people that are emitting positive energy than nay sayers. It gives people a sense of pride and belongs and gives inspiration to groups and creates space for people to engage and rewards.

It builds on effective communication and arrangement of thinking styles and it's human centered so that the people that are most impacted are involved in the plans and solutions. So the first step is defining what the problem is but stating it in a positive way. So we have talked for the last several hours about being ready for kindergarten and that is pretty positive. We want to define our work in the affirmative so framing our work in the positive and agreeing before we start the process. So we have chosen our topic and we talked about it in a positive direction and defined what is desirable. Kids that get to school ready to learn. And cult curiosity around that and here is an example. Many of us have travelled to get here and hopefully you did not lose your luggage.

If you're an airline and thinking about reducing a bad experience for the people that fly on your airline, you might say let's figure out how to find the luggage that people lost and get it back to them promptly. That may or may not help your customers. The appreciative approach might be broader than that. We want to maximize the passenger's experience so when I lost my luggage on another trip, not this one, the fact that I was given a coupon for coffee made my experience much more pleasurable than sitting there waiting for my luggage to appear. So it's a broader goal for the airline and maximizing the experience for the passenger. So talk to each other for five minutes and practice this. Define the challenge that you're here to address and say it affirmatively.

I'm providing an example. We worked with a team out of American Samoa and they changed the statement to say all their children were going to be healthy and thriving. So take a few moments and think about the challenge and try to describe it in an affirmative and positive way. So what would you like to achieve? You can talk to each other or work independently. If you don't have a handout, raise your hand please.

(Table discussion).

>> Okay. Can we have a couple of tables share the statement that you came up with? Does anyone have a good affirmative statement of the challenge? We have snacks if you need an incentive. Thank you.

>> Um, okay we have early intervention professionals who feel supported and have the confidence and tools to assess language development.

>> So that was a workforce one, that is great. Any others? They are kind of hard to come up with sometimes, so you have to think a little bit about it, but we'll give you more time if we have at the end. I'm going to keep moving to the discover stage. So now you have defined your topic in an affirmative way, and we heard one related to the practitioners have confidence and support. And in the discover stage you talk about what is working related to that goal. So everyone in the system talks about what is working and you ask each other questions and uncover new perspectives and find overlap. So based on the topic that you came up with, I'm going to give an example and ask you to interview each other. This was a topic related to teen engagement.

So one individual says so what is working from your perspective related to teen involvement or engagement? And the person says I'm not sure I have better success with younger kids than older one. So the person says what is working with the younger kid you get the inquiry. I get so excited about working with them I'm energized by the work we're able to do them. And the person responds, tell me about that. You can see the behavior changes spreading. I have one school in particular okay well tell me. So positive deviance what is working about this school community and they the parent outreach is outstanding, so they have discovered what seems to make a difference in the ways that these kids are responding to this particular intervention.

So related to your topic, either in pairs or trios, interview and ask what is working and why do they think it's working well? And stay focused on what is working. Here is instructions. If you're the interviewer, ask open‑ended questions and show curiosity and don't just jump in with your own experiences. Here is questions why do you think this is working well and is there a specific organization where this is working well and why do you think that is. So we'll do about five minutes and one person interviews and then the other person responds and we'll wrap up at about four. This is the discover stage. Any questions?

(Table discussion).

>> Okay now you should switch so somebody else interview and somebody else be the interviewee.

(Table discussion).

>> Okay, let's get back together and go through the rest of the steps. How did it feel to talk about positive things that are working well? It's invigorating and inspiring. Um, the next stage is the dream stage. So basically, you defined your challenge in an affirmative way and diminish discovered what is working well and you want to be clear about what future state you envision. So dreaming is really a broad conversation about the future that we desire. What do we want, what can we imagine? What is the world calling us to become? And we describe our future state and articulate what we want. So this is going to be the last group exercise that we do as part of this process.

In your big tables, talk about what it is that you would like to see if your efforts and investments and partnerships worked well for families and communities and focus on a future state maybe five or ten years out and how it's moving from a dream or wish to actually implementing steps to get you closer to your future state. So we're going to take five minutes and as part of the process, everyone should participate and you should share and collect wishes from the group and listen and try to get specifics and try to build on each other dreams and it should be I wish not I don't have. Does that make sense? There is no limits you can be as innovative as you like. So take five minutes to dream at your tables.

(Table discussion).

>> Well, so, we talked about what is working well and our wishes and dreams so how do we play a role in moving this work forward. So the next stage is the design stage. So after you have identified the people who need to be in the room, this is the next practical immediate stage so how do we build a path to our dream and what can help us achieve the dream for the future. So you're going to focus on the action steps that need to support or amplify things that are working and using resources to create something for the future and build the capacity in the workforce to do the work. So things that might be included are the data. How will you measure that you're going forward and who is going to fund and what kind of memorandum of agreement and what training is going to move you in the direction that you desire?

Your first design goal is amplifying your strengths using the maps. So the second goal is to build capacity with your stakeholders to move to your future state. I can co‑construct the action plan with people that are affected by the issues. So this takes time and people but once you design your process, I'm not going through the interview because we're running out of time so you want to talk about who is going to do what and that is the delivery stage. So people commit to the process and agree to sustain the effort and you're going affirm the cape ability of the system and puts plans in place to get you to your destiny stage. So implementing from the design and delivery stage is really important. So I'm going to spend a few minutes talking about implementing your ideas.

So the idea that you have don't self‑execute as you know. You have to be intentional and strategic. Because we know that the care that could be is not the care that is. And so we understand that there is huge gaps in what trying to implement and what gets delivered so you know what gets in the way. We don't have the resources. We may not have the knowledge or skills. There may be political or mindset distractions. Maybe it's on issue of liability or privacy as people said or money. So there are lots of things that get in the way and using this approach tries to leverage what is working and not spending time on what is getting in the way. So we focus on implementation of the science of putting your ideas into action.

So this includes the consumer and provider level and the interventions within the organization. The policies that impact the policies and these determine the change that you are able to actualize. The community resources the policies and the climate of the organization and the perceptions of the providers or the family members. How complex is the intervention and the specific characteristics they have? The strategies that you select is are going to be the process that influence the process to get the desired effect. Maybe you want to modify incentives or maybe do more education tests, small tests of change and engage your consumers and your families.

So what we teach is that if anyone one of these boxes is 0, you will not achieve the outcomes that you're trying to get. So in addition to effective strategy, you need to implement that effectively and you need to be in an environment that allows you to implement those strategies so when you have all three you will achieve the outcomes that you working toward. We're not going to share at the table but try to think about the acquisitions that you're implementing and are you missing groups of people and who are you serving and are your services culturally relevant and appropriate for the populations? Are the innovations clear and do you assess the extent with fidelity and what are the assumptions of the people doing the work? So we talk about this as a lifecycle and we're talking about the needs and what we need to do and how do we assess fit. Before you move forward you have to think about do you have the resources and are your people prepared and maybe you want to pilot resources and make adjustments using data to help you make decisions.

As and you get the outcomes you want, how do you spread and scale that so that takes two to four years. And lastly there is drivers for this and you need to use the innovations consistently and the three areas that are most important to get the results you're looking for is the organization and the leaders of the system and the competency of the people. You have to have leaders and people who are trained to do their jobs well and you have to have organizations and system that facilitate and support that work and provide data. With that we're going to move to reflections for the last 10 minutes. Thank you. Chantel.

>> Okay, one last exercise. We want you to use the stickies on your table and write down a reflection that you have and maybe it was something that you want to take home or that you learned that you can apply. So we'll collect those on your way out so we have something to collect about what your reflections were after this session. So we'll do that and before we leave, I wanted to mention Amy, our director of the Workforce Development Center has put her e‑mail in the slide deck. So if you have questions or want to engage with the center, you can e‑mail her. And we have resources and web sites and the first listed is our web site and there is a space to learn more about the things that we offer and put in a request for us to work with you and your group.

Okay. Yes?

>> Is there a cost to put in the request?

>> There is generally not a cost to work with us. It depends on the scale of your request but not generally so reach out.

>> So do take a few minutes to reflect and write down your thoughts on your sticky notes. Did you have something to say? Something specific but I'm wondering personally what you think you might bring back to the group and use? What did you find useful about this session? And if you have any lingering questions, go ahead and write them as well. Thank you.

(Table discussion).

>> We have reached a close, you're free to go. You can leave your stickies on the table, or hand them to Dorothy on the way out.

(End of session).