


**Engaging Professionals and
Challenging/Under-Involved Families** 



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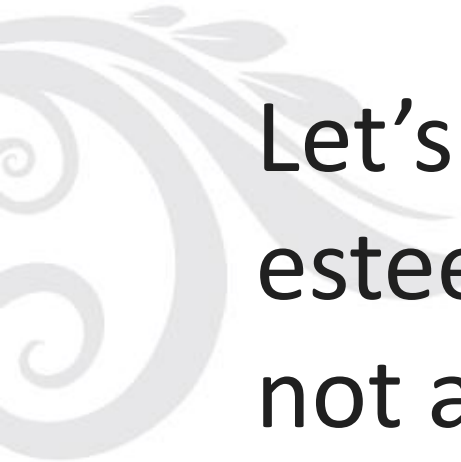


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Objectives:

- Examine elements that contribute meaningful professional involvement
- Increase self awareness counseling strategies that will lead to the holistic nature of the journey for families
- Find common ground and cultural responsiveness strategies that engage families





Let's be clear, everyone's self esteem is fragile. This fragility is not a flaw to be corrected, it is a human condition to be respected in everyone.

Challenges described....

- They are not complying with treatment recommendations”
- “They don’t show up for appointments and/or they are always late”
- “They don’t bring in the equipment to the appointment.”
- “The family isn’t following through on their own choices”(signing, technology, therapy etc.)
- “They ask too many questions”, “They don’t ask any questions”
- “They show too much emotion”, “they show no emotion”
- “They over-report”, “they research too much”

Thinking about families in a different mindset

- “A parent who doesn’t think like I do”
- “They don’t learn the way I teach”
- “What they need is not what I have”
- “They have more on their plate than just dealing with a deaf/hh child”

- Is there a sense of trust?



Assumptions

- “They are not involved because they don’t care”
- “They will not be involved because they are in the statistical representation of families who don’t follow through.”
- The ‘anti-assumption’ - “I was surprised to find this family was a challenge...you should see the neighborhood they live in.”
- “Those kids/families (referring to identifiable demographics) just don’t do as well”
- “The family is questioning my expertise”

Assumptions Suspicious Divisions

Interferes with our work

Why do we have them?

- Brain patterns
- Fear
- Lack of understanding
- Our own culture
- The _____, They, All/None, Always, Never

Unpredictable or Unanticipated Challenges

- Mental health and well being
- Appointments that turn into social visits
- Homelessness
- a letter of necessity for electricity, prison visit, transportation
- Families in need of information unrelated to the visit
 - explanation of menstrual cycle

and then there is life...

The challenging behavior may have a root cause that we can address...if I take the time to find out” (i.e. emotional, cultural, past experiences)

“Maybe just for today the family is going to cope in the best way they can.”




But I really want to help...

- Self- awareness and attitudes
- BRING IT (don't avoid the challenge)
- Identify the 'challenge'
- Build on what is working
- Moving families up the scale
- Call in reinforcements
- Assumption free

Starting out

- Is parking adequate, safe, accessible, affordable?
- What words could describe the 'look' of your locale at first impression?
- Signage? Can families find their way?
- Art
- Whom do families see as they first arrive at a clinic?
- Greeting families
- Put down your pen
- Toys and equipment
 - missing pieces...
- Do the goals or hopes of the family fit with what the professional hopes to accomplish?

“Before you decide what needs to be done, find out what has been done.”



If we aren't paying attention we
are likely to mismatch our
response .

(English, Rojeski & Branham, 2000).



Solution Samples

- Don't forget the basics (you may already have the tools that will work)
- Motivational interviewing techniques (gets to the root of the issue – from the parent's point of view)
- Equality of Partnership (solves discord and conflict)
- Mutual Mentoring (solves ownership and follow through dilemmas)
- The Hands & Voices mantra: Support, information, modeling (the parent-to-parent solution)



Motivational Interviewing Techniques

- Asking Permission
- “Do you mind if we talk about [insert behavior]?”
- Questions that elicit change talk (by the parent)
- “What would you like to see different about your current situation?”
- Open-ended Questions
- Reflective Listening
- Tell me more





Cultural Considerations

...When **Equality of Partnership** is foreign to a cultural mindset

“Cultural Competency in the Cockpit”

The Ethnic Theory of Plane Crashes...

“Captain, the weather radar has helped us a lot.”

Outliers Pages 177 – 223, Malcolm Gladwell



Elements of Equality

- Medical model vs. holistic mindset
- Is this a trusting relationship?
- I am not your mom
- Change the words you use
- Families are not 'static'
- We will work together



Counseling and information can work together

- Would you like to go over your child's audiogram vs do you understand your child's audiogram?
- "By preschool she will learn to put her own hearing aids on." vs "**I want** her to be able to put her hearing aids on".
- By advocating for your child he will then learn to advocate for himself." vs "**I want** our kids to advocate for themselves."

(it's not about the professional)



Support, Information, Modeling

- Supported families are emotionally healthy, and ready to face their responsibilities
- Informed families have the resources to make good decisions, take ownership of decisions and outcomes, and understand WHY...
- Modeling by other families – families learn best by seeing other families in action

Beyond the audiogram

- **Families**
- Literacy benchmarks
- Support in answering questions
- Connecting to resources
 - Community
 - Other families
 - D/HH
- **The Kids**
- Early intervention follow up
- Social development
- Friends
- Can they tell a story?
Why is that important?
- Safety O.U.R. Project

The Question Prompt List for Audiologists

- **The QPL - A new Tool for Audiologists**

When Parents Need Support
As Well as Information:
A New Tool to Facilitate
Family-Centered Conversations

- <http://www.hearingreview.com/2017/10/implementing-family-centered-care-early-intervention-children-hearing-loss-engaging-parents-question-prompt-list-qpl/>

The Stakes are High

- Parental Involvement is the number one indicator of successful outcomes.
- Research indicates that the single-most important factor in predicting successful outcomes of newly identified deaf/hh babies in early intervention is the active participation of their parents. (Yoshinaga-Itano, Coulter & Thomson, 2000)
- Benefits of Parent involvement include higher reading scores, higher grades on homework, improved attitudes towards school, improves relationships between parents and teachers. (Donahoo, Saran, 2001)
- Parent involvement leads to advocacy, which leads to self-advocacy for the child.
- Education, social/emotional
- The end game statistics: underemployment, a society that discriminates.... (It's not about the 's' sound)

Parents have the right...

- ... to tell you they're not ready
- ... to delay a decision
- ... to drive the conversation
- ... to change your agenda for the visit
- ... to receive unemotional information
- ... to be emotional
- ... to not hear your bias or your issues
- ... to be subjective
- ... to be treated with respect

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