



Family-Centered Practices for Children Who Are Deaf or Hard of Hearing

EDHI 2015



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Disclosures

- **Catherine Carotta, Ed.D., CCC-SLP:**

- Financial Disclosure(s):**

- Employee of Boys Town National Research Hospital, and I am a consultant for their Auditory Consultant Resource Network. Consultant fees are paid to the hospital. ASHA registration waived as an invited speaker.

- No non-financial disclosures.**

- **Katie Brennan, MS, CCC-SLP:**

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Family-Centered Intervention



1. Human Development



2. Holding Environments



3. Relational & Participatory

Family-Centered Intervention



4. Interpersonal Skills



5. Assessment Practices



6. Differentiated Approaches

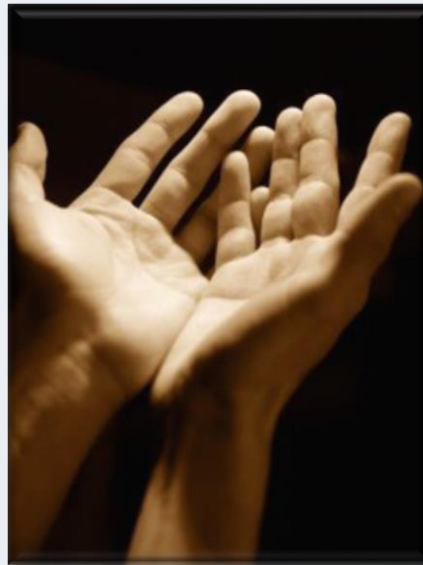
Premise 1

Family-Centered Practice Involves Understanding Human Development Growth And Development.



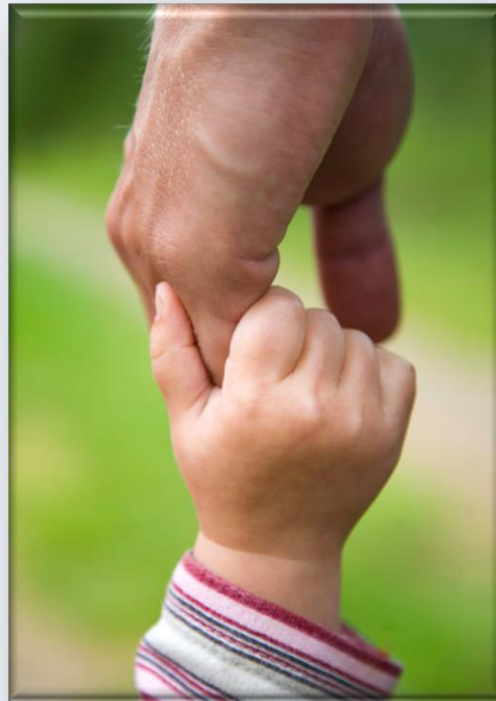
Premise 2

**Family-Centered Practice Depends On The
Creation Of Holding Environments.**



Premise 3

Family-Centered Practice Involves Relational and Participatory Approaches.



Premise 4

**Family-Centered Practice Involves
Strong Interpersonal Skills.**



Premise 5

Family-Centered Practice Is Guided By Ongoing Observation and Assessment.



Premise 6

Family-Centered Practice Is Highly Individualized and Requires Models Supporting Differentiated Approaches.



Premise 1

Family-Centered Practice Involves Understanding Human Development Growth And Development.



Understanding Loss

- Denial
- Anger
- Bargaining
- Depression
- Acceptance



They're in denial...
AGAIN!!

Understanding Growth: Ecological Perspective

Confirmation



Contradiction



Continuity



Kegan, R. (1982). *The Evolving Self: Problem and Process of Human Development*.

Confirmation:

People, Events, Processes & Environments...

- Acceptance
- Affirmation
- Agreement
- Approval
- Authority
- Authenticity



- Endorse
- Establish
- Explain
- Verify
- Affirm
- Support

Confirmation



Continuity:

People, Events, Processes & Environments...

- Continuance
- Connection
- Constancy
- Cohesion
- Progression
- Extension
- Stability
- Vitality



Continuity



Contradiction:

People, Events, Processes & Environments...

- Challenge
- Confront
- Counter
- Counteract



- Dispute
- Negate
- Oppose
- Disregard

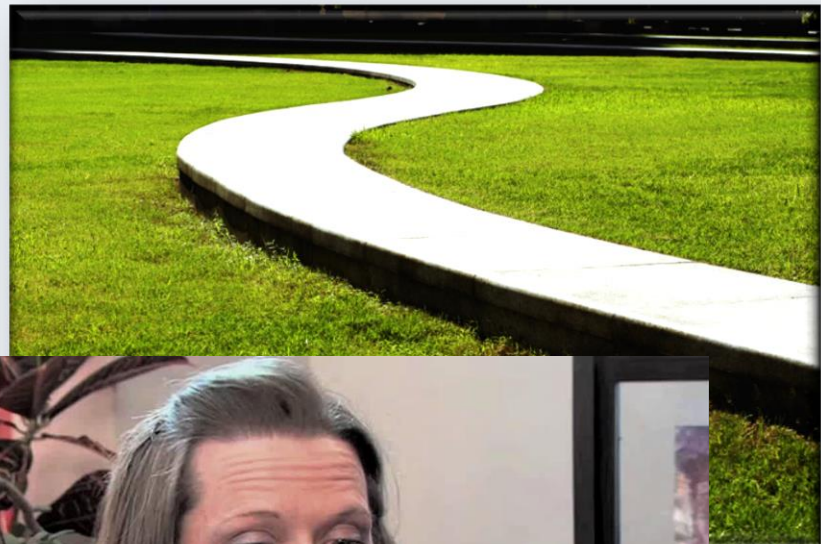
Contradiction



***Ability To Hold
Contradictions
Without
Eradicating
Paradox***



Contradiction and Continuity and Confirmation



Understanding Growth: Ecological Perspective

Confirmation



Contradiction



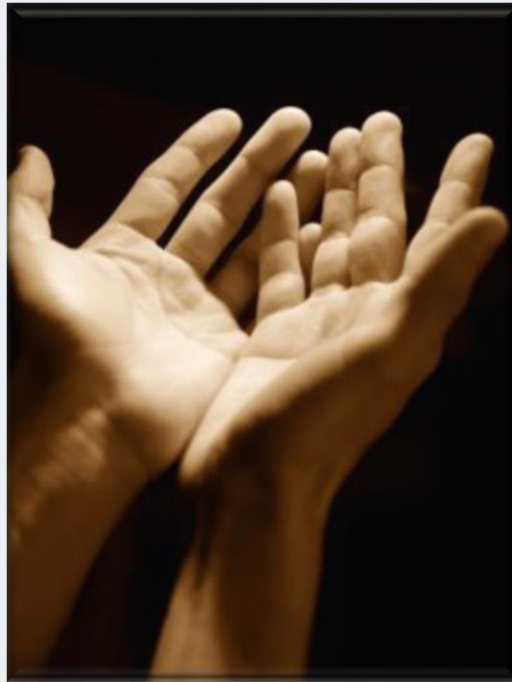
Continuity



Kegan, R. (1982). *The Evolving Self: Problem and Process of Human Development*.

Premise 2:

**Family-Centered Practice Depends On
The Creation of Holding Environments.**



HOLDING ENVIRONMENTS

Consist of any **relationship** in which **one party** has the ability to hold the **attention** of another and facilitate **adaptive** work.

Heifetz

Heifetz R. (1994). *Leadership Without Easy Answers*. Belknap Press: Cambridge, MA.

Family-Centered Technical Work

- **Child Development**
- **Educational Methods & Processes**
- **Hearing Specialty & Technology**
- **Communication/Auditory Development**
- **Communication Methods/Technology**

Adaptive Work

- **Adjust** thinking, **determine** expectations, **address** contradictions
- Requires experiments, new discoveries, **adjustments to beliefs, changing attitudes, values, behaviors** & promoting resourcefulness

Family-Centered: Adaptive Work

- **Viewing A Child In a Different Way**
- **Regaining a Dream for a Child**
- **Accepting My Child's Hearing Aid**
- **Knowing That People May Not Accept My Child**

Family-Centered Adaptive Work

Skills

- **Build Trust & Agency**
- **Create Connections**
- **Calibrate With Others**
- **Cultivate Goodness of Fit**
- **Build Capacity**
- **Find Multiple Perspectives**
- **Facilitate Change**
- **Address Conflict**
- **Establish Priorities**

Understanding

- **Strengths/Talents**
- **Communication & Listening**
- **Temperament**
- **Learning Preferences**
- **Individual Differences**
- **Thinking Patterns**
- **Change Styles**
- **Conflict Habits**
- **Values & Beliefs**

Family Supports

- **Providing Supports to Families**
 - 1 – Informational Support
 - 2 – Material Support
 - 3 – Emotional Support



From McWilliam (2010). *Working with Families of Young Children with special Needs*.

Holding Environments

Identify the Challenge

Regulate Stress
Maintain Good Sonar

Pay Attention To the Pace
Hold Steady



Focus On The Issues

Give Work Back
Challenge Work Avoidance

Suspend Judgment
Obtain Multiple View points

Come To The Balcony

Kegan, R. (1982). *The Evolving Self: Problem and Process in Human Development*.

Heifetz, R. (1994). *Leadership Without Easy Answers*. Cambridge, MA: Belknap Press.

A Mother's Recount Of A Holding Environment



Holding Environments

Identify the Challenge

Regulate Stress
Maintain Good Sonar

Pay Attention To the Pace
Hold Steady



Focus On The Issues

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Kegan, R. (1982). *The Evolving Self: Problem and Process in Human Development*.

Heifetz, R. (1994). *Leadership Without Easy Answers*. Cambridge, MA: Belknap Press.

We May Be

- **Too impatient**, eager to assess and intervene
- Focus on being **too clever**... to move others in our direction...to convince of our perspective
- Be **too helpful**...To believe we know and the other does not...
- Promote **codependence**...we can create needs to justify our role
- **Too invested**...feel responsible for other's progress

Espe-Sherwindt, 2008

Holding

- Honor The Inner Teacher
- Listen
- Ask Open, Honest Questions



Capacity



Helpful Intention



“It needed to be hatched out patiently and the unfolding of the wings should be a gradual process in the sun. Now it was too late. My breath had forced the butterfly to appear all crumpled, before its time. It struggled desperately and, after a few seconds later, died in the palm of my hand.”

Nikos Kazantzakis, Zorba the Greek



Knight, J. (2011)

Coaching

“An adult learning strategy in which the coach promotes the learner’s ability to reflect on his or her actions as a means to determine the effectiveness of an action or practice and develop a plan for refinement and use of the action in immediate and future situations.”

Rush & Shelton, 2005

Reflecting on Action

*Insights
and
Observations*

Coaching

Think Aloud



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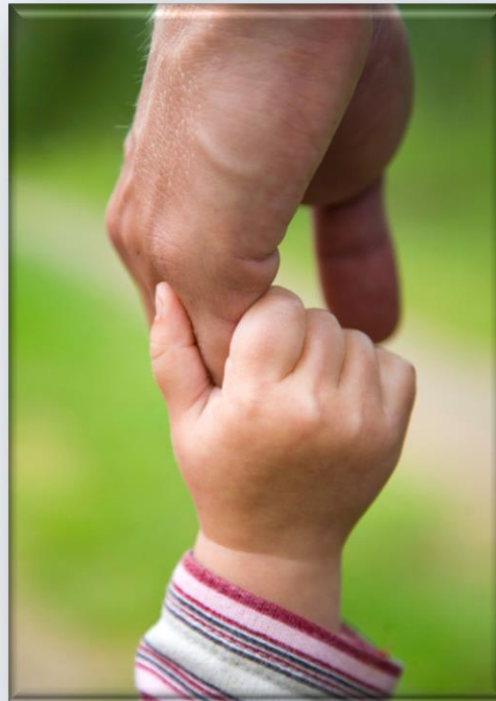
Despite The Evidence....

- “Studies have consistently shown that professionals are **less family-centered than they think**, whether they are working with infants and toddlers with disabilities or with school-age children.”

Dunst, 2002

Premise 3

**Family-Centered Practice Involves
Relational and Participatory Approaches.**



The Process



ACRN Adaptation of The
Art & Science of Home Visits,
2004

Family-Centered Practices

1. Relational Component:

- a. **Good Clinical Skills:** Active Listening, Compassion, Empathy, Respect & Being Non-Judgmental
- b. **Professional Beliefs & Attitudes:** Parenting Capabilities and Competencies

Dunst & Trivette, 1996; Trivette & Dunst, 1998

Family-Centered Practices

2. Participatory Component

- a. **Individualized & Highly Flexible**
- b. **Provide Opportunities for Families to be Actively Involved in Decisions & Choices**

Dunst & Trivette, 1996; Trivette & Dunst, 1998

Relational Practices

- **Build Rapport**
- **Interact With Family With Warmth & Care**
- **Focus On What Family Needs & Wants**
- **Communicate Clearly**
- **Use Active & Reflective Listening Skills**
- **Demonstrate a Positive Attitude**
- **Use Asset –Based Practices**

Dunst & Trivette, 1996; Trivette & Dunst, 1998

Participatory Practices

- **Focus on Family Identified Priorities**
- **Assist Family in Evaluating Options**
- **Promote Active Family Participation**
- **Respect Family Decisions**
- **Individualize and Use Flexible Care**

Wilson and Dunst 2005

Asset-Based Practices

- **Focus on Strengths**
- **Honor & Respect Personal & Cultural Beliefs**
- **Use Positive Communication**
- **Acknowledge Existing & Emerging Abilities**

Wilson & Dunst, 2005

When Professionals Asks Questions Such As...

- How can I get the family to see this?
- How can I have power over the family?
- Why won't the family follow through?
- How can I get the family to do what I think they should do?

Relationship Characterized By Control

Espe-Sherwindt, 2008

When Professionals Ask...

- **How can I stand beside those with whom I am working?**
- **How can I care without forgetting whose work this really is?**
- **How can I support during the painful and messy times without trying to make everything clean, neat and free from stress?**

Relationship characterized by engagement

Barbeau, 2001

Coaching Research Literature Suggests...

Five Practices

- **Joint Planning: Active Participation**
- **Observation**
- **Action/Practice**
- **Reflection**
- **Feedback**

Rush & Shelden (2005)

Communication Continuums

1. Receptive Communication: *Understanding of Language*

	Auditory - - - A_V - - - AV - - - V_A - - - Visual	
--	---	--

(McConkey Robbins, 2001; Nussbaum, Scott, Waddy-Smith, Koch, 2004)

2. Expressive Communication: *Use of Language*

	Oral - - - Ov - - - OV - - - Vo - - - Visual	
--	---	--

(Waddy-Smith, Clerc Center, 2004)

2a. Expressive Speech: *Use of Words and/or Vocalizations*

	Words - - - W_V - - - VW - - - V_W - - - Vocalizations	
--	---	--

(Auditory Consultant Resource Network, 2011)

3. Alternative Expressive Communication

	Picture/Sign - - - P/S_g - - - P/S/G - - - G_{P/S} - - - Gestures	
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(Auditory Consultant Resource Network, 2011)

Respectful & Nonjudgmental Listening



Relational: Interpersonal Skills

Communicate clear and complete information in a manner that matches the **family's style and level of understanding.**

Interact with the family in a **warm, caring and empathetic manner.**

Treat the family with **dignity and respect without judgment.**

Wilson & Carl J. Dunst, 2002, *Family-Centered Practices Checklist*

The L Factor

Tim Sanders, 2006

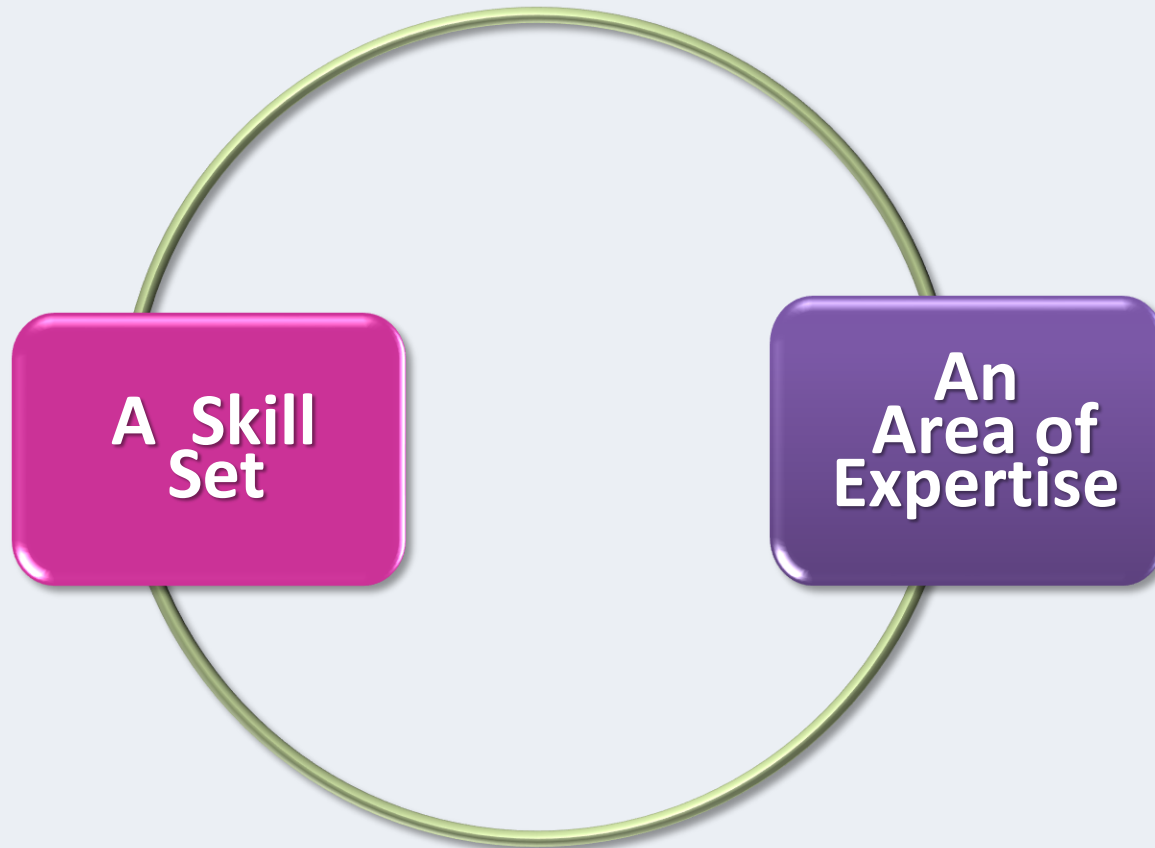
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Likeability Is Not...



Likeability Is...



7 Components Of Likeability



Increasing Your L Factor

- **Friendliness = Use Friendly signs, tone, words, Approach, Welcome**
- **Relevance = Connect With Others' Interests, Wants & Needs**
- **Empathy = Show Interest In & Inquire, Accept & Respond To Others' Feelings**
- **Realness = Be Present, Be Honest, Reflect, Be Humble, Keep Promises, Admit Mistakes, Recruit Help**

Practitioner Responsiveness

Assist the family to **consider solutions** for desired outcomes that include a broad range of family and community supports and resources.

Support and **respect** family members' **decisions**.

Work with the family in a **flexible** and **individualized** manner.

Offer help that is responsive to and **matches** the family's **interests and priorities**.

Assist the family to take a **positive, planful approach** to achieving desired outcomes.

Wilson & Dunst, 2002, *Family-Centered Practices Checklist*

Reflection & Feedback Practice

*Routine
Interview
Giving Work Back*



Participatory: Family Choice and Action

Work in **partnership** with parents/family members to identify and address **family-identified desires**.

Encourage and assist the family to **make decisions** and **evaluate the resources** best suited for achieving desired outcomes.

Seek and promote ongoing **parent/family input** and **active participation** regarding desired outcomes.

Encourage and assist the family to **use existing strengths and assets** as a way of achieving desired outcomes.

Provide family **participatory opportunities** to learn and develop **new skills**.

Wilson & Dunst, 2002, *Family-Centered Practices Checklist*

Joint Planning: Parent Input & Priorities

*Routine
Interview
More Language*

Choice & Joint Planning & Preferences

*Routine
Interview
Holding*

Asset-Based Attitudes

Communicate to and about the family in a **positive** way.

Honor and respect the family's personal and **cultural beliefs and values**.

Focus on child & family **strengths and values**.

Acknowledge the child & family's **ability** to achieve desired outcomes.

Wilson & Dunst, 2002, *Family-Centered Practices Checklist*

Asset-Based Practice

*Routine
Interview
Movement Helps*

Benefits of Family-Centered Practices

Evidence now indicates that being treated in a family-centered way results in a number of parent and family benefits.

- **Parent/Family Empowerment**
- **Family Well-Being**
- **Positive Parental Judgments About Confidence and Competence**
- **Positive Judgments About Children's Behavior**

Dunst, Trivette, & Snyder, 2005

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Premise 4

**Family-Centered Practice Involves
Strong Interpersonal Skills.**



WHAT IS TEMPERAMENT?

- **The constellation of inborn traits that determine the child's unique behavioral style and the way he or she experiences and reacts to the world.**

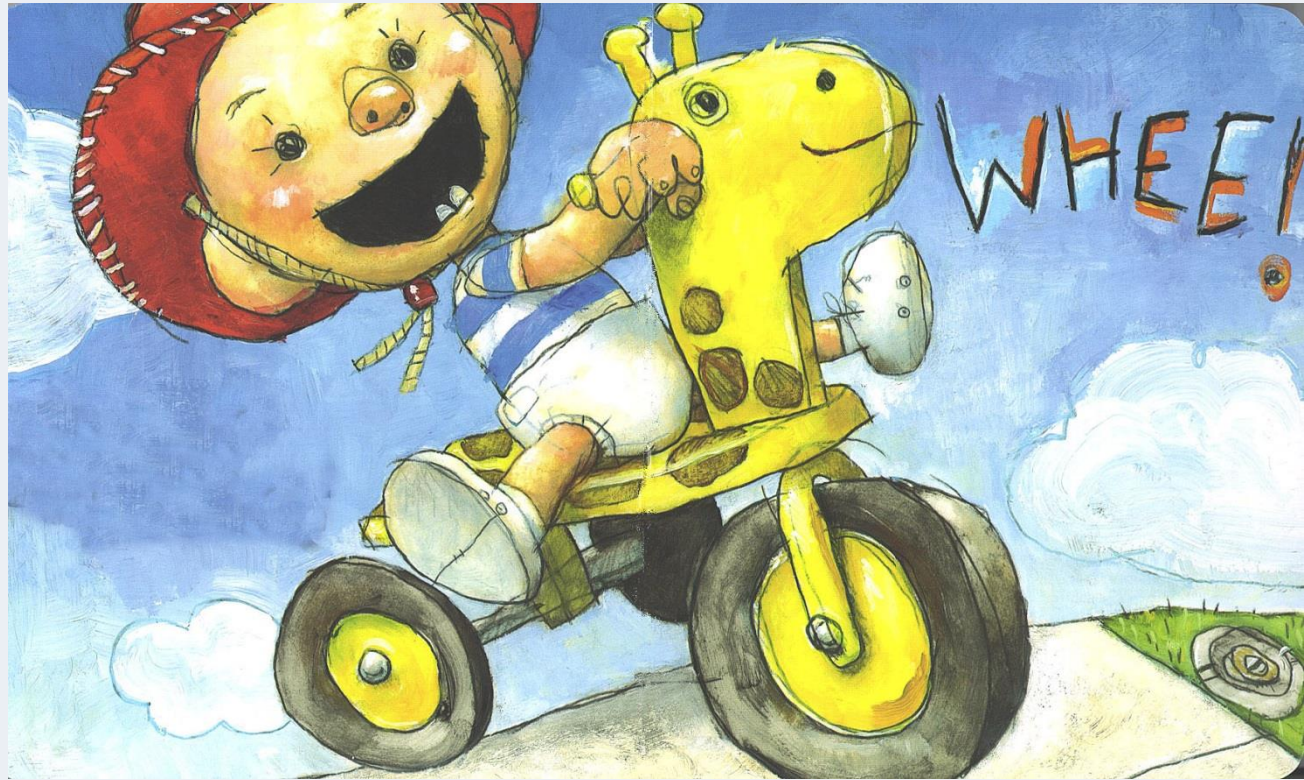
Kristal, 2005

FREQUENTLY ASKED QUESTIONS

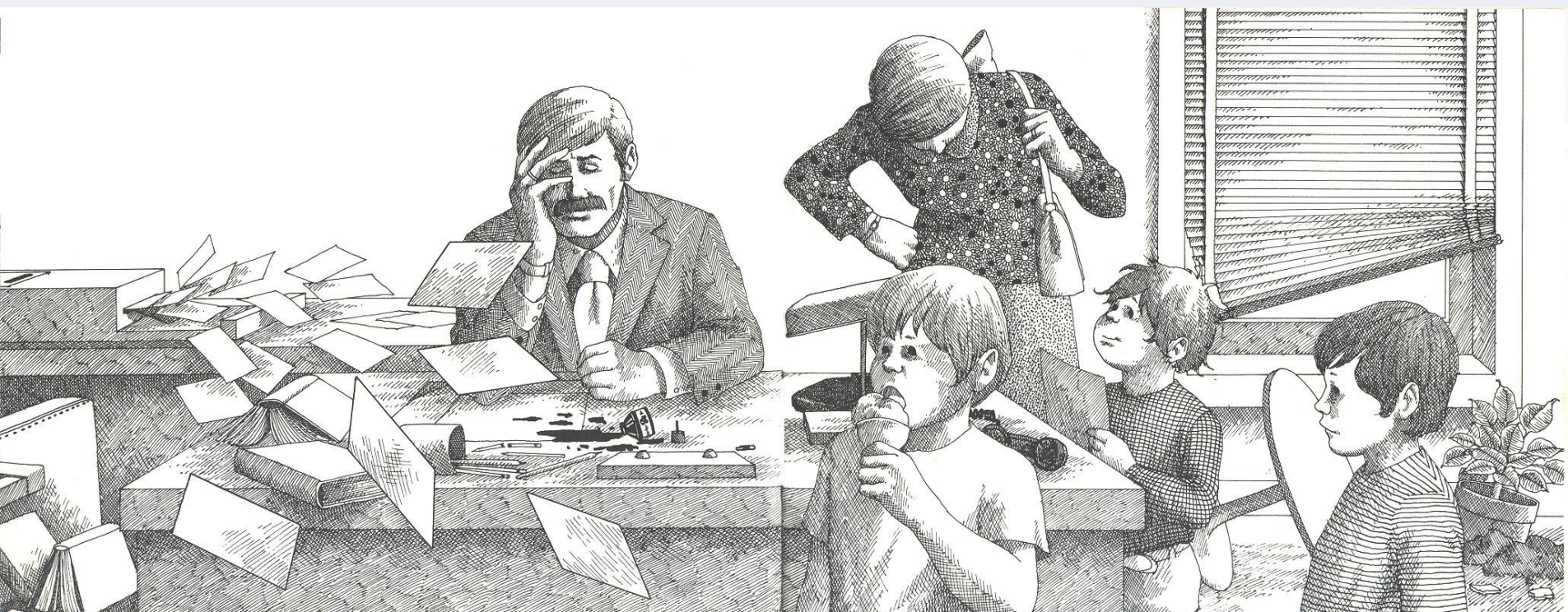
- **Why is temperament important?**
- **How early in life does temperament appear?**
- **Are temperament traits “Good” or “Bad”?**
- **Are temperament concepts labels/diagnoses?**

TEMPERAMENT TYPES

- Easy
- Cautious
- Spirited



FAMILY AFFAIR



CHILD'S PARTNER



APPROACH/WITHDRAWAL



Temperament Conversation

Temperament Interview



Cultivate Emotional Intelligence

It's not how intelligent we are. It's HOW we are intelligent.

Self-Awareness

One's Ability To Recognize And Understand One's Own Emotions As They Occur.

Self-Management

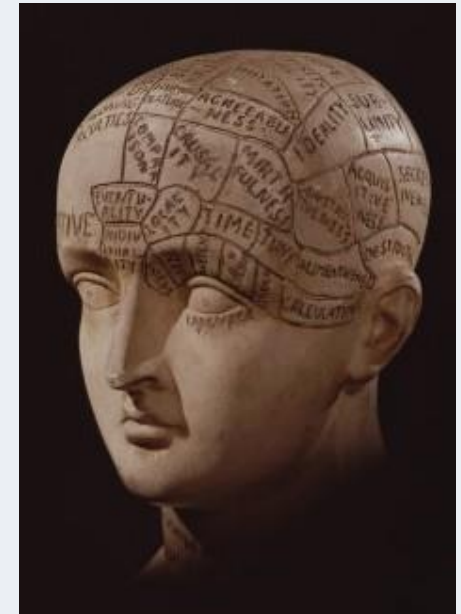
One's Ability To Manage Internal State, Impulses, and Emotional Reactions To Situations and People.

Social Awareness

One's Ability To Understand Emotions In Other People, Understand What They Are Thinking & Feeling Even If Different From One's Self.

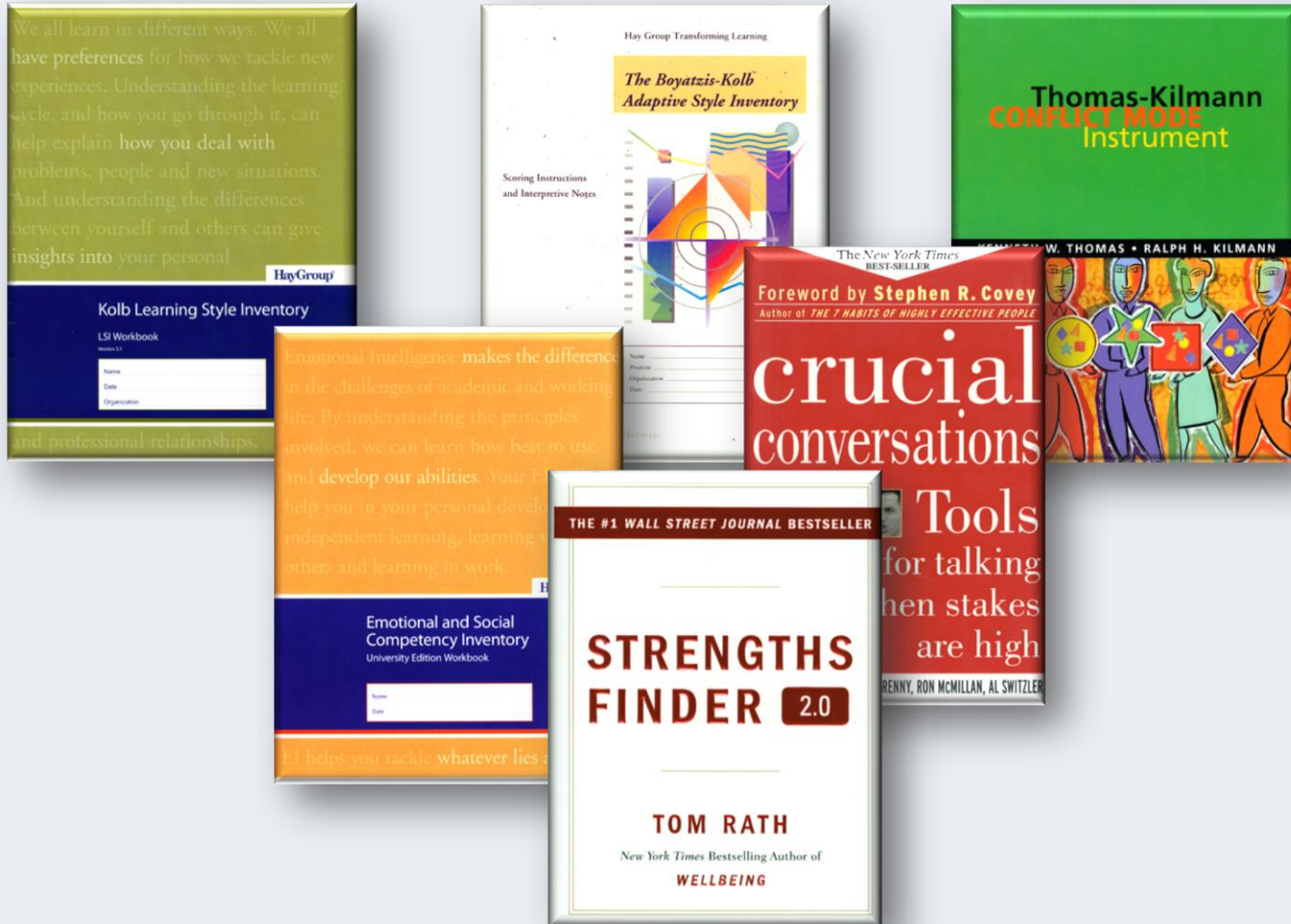
Relationship Management

One's Ability To Manage Interactions With Others Effectively And Productively For All Involved.



Goleman, 1998

An Eye On The Individual: Human Development Framework





Six Hat Thinking

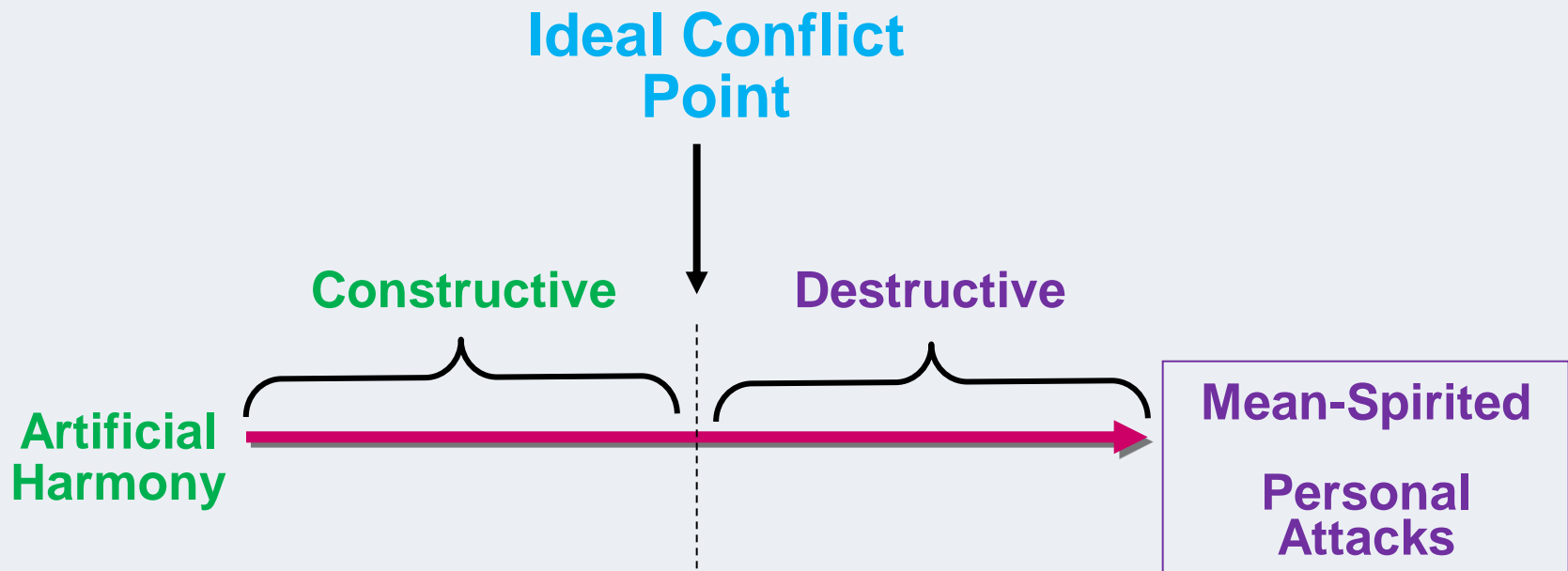
Edward de Bono

Six Hat Thinking



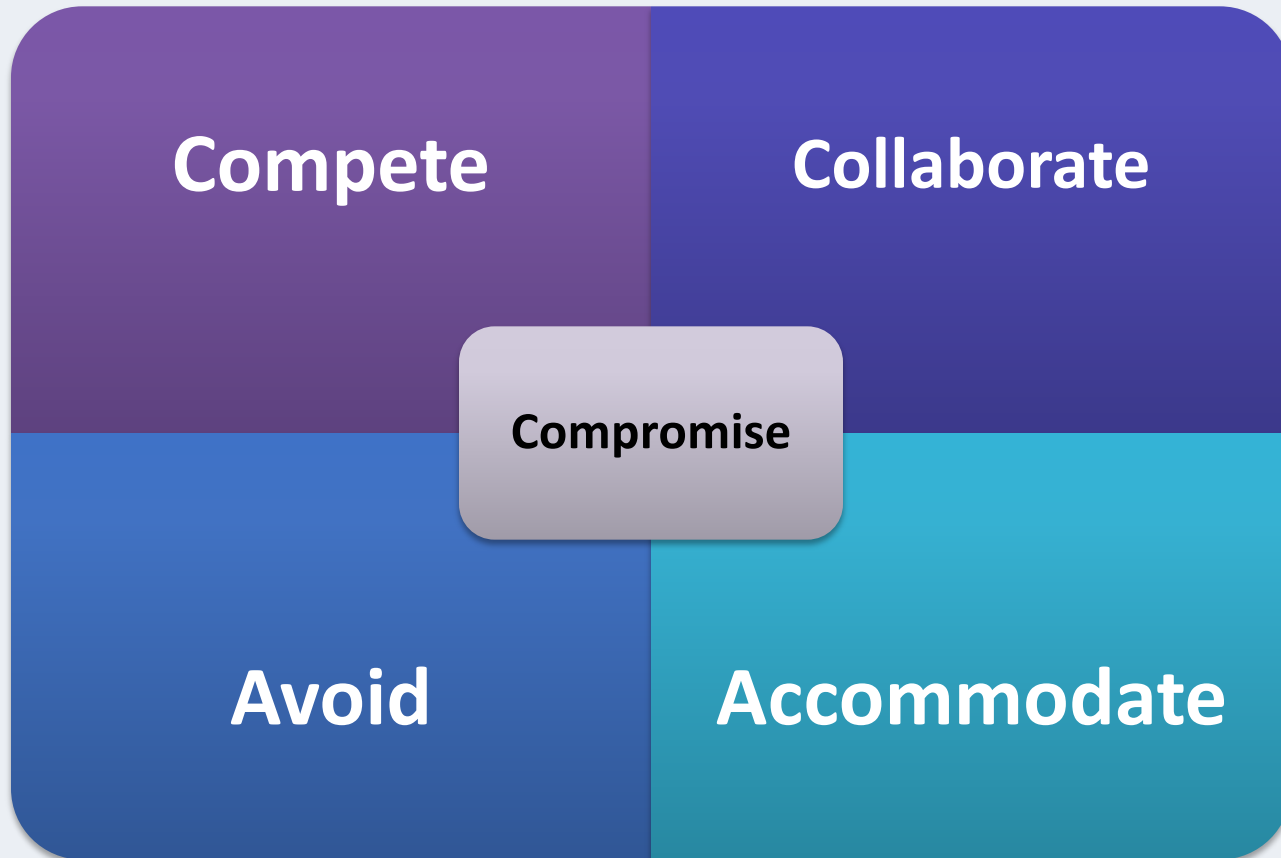
- **What Hat Do You Wear?**
- **What Hat Do You Dislike?**
- **What Hat Do You Need To Try On?**

Conflict Continuum



Lencioni, P. (2002)

Conflict Styles



Thomas, K. & Kilmann, R. (2002).

Explore Multiple Perspectives / Complexity



**Out Beyond Ideas Of Wrong Doing and Right Doing,
There Is A Field. I'll Meet You There.**

Rumi

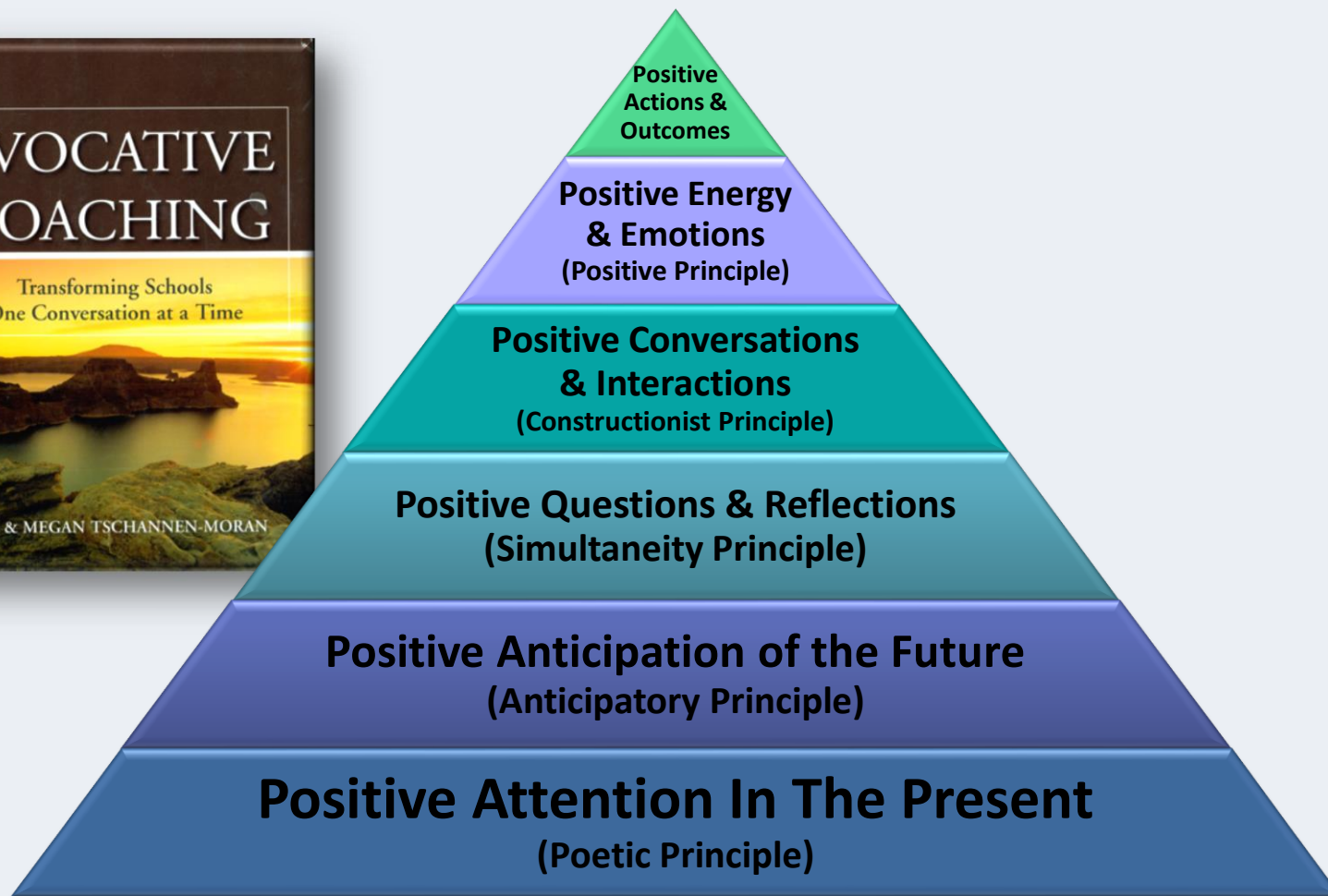
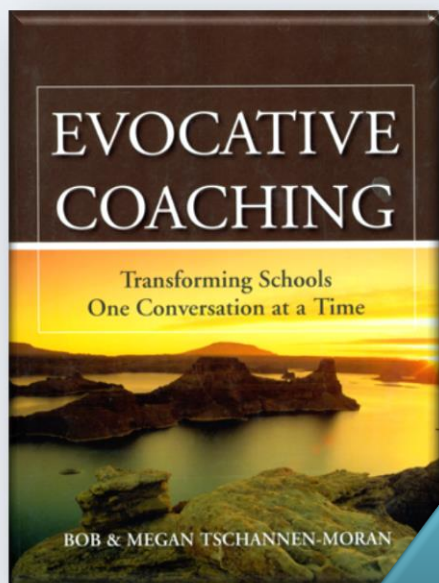
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Heart Of The Work



Appreciative Inquiry



Tschannen-Moran, 2010

Listening

- **Story Listening**
- **Mindful Listening**
- **Quiet Listening**
- **Reflective Listening**
- **Imaginative Listening**



Tschannen-Moran (2010). *Evocative Coaching: Transforming Schools One Conversation at a Time.*

Mindful Listening: Listen Calmly

“The most important moments in a coaching session are often the moments **just before it begins, when the coach takes the time to become **fully present** to what is about to happen.”**

Tschannen-Moran, 2010

Listening

“Listening is only powerful and effective if it is authentic. Authenticity means that you are listening because you are curious and you care, not just because you are supposed to. The issue, then, is this:

Are you curious? Do you care?”

Stone, Patton & Heen, 1999

Expectation Performance Discussion

Family Interview:

*Summary: Here Is Where
You Were And Here Is
Where School Was*

Expectations - Performance

Name: E	Understanding of Auditory/Visual Language A = Auditory V = Visual				
EXPECTATIONS	A	Av	AV	VA	V
• Parents				X ← → X	
• Educational Staff	X ← → X				
• SLP	X ← → X				
PERFORMANCE	A	Av	AV	VA	V
• Home				X ← → X	
• Classroom			X ← → X		
• Speech session			X ← → X		

Name: E	Use Of Spoken Language and/or Sign O = Oral S = Sign				
EXPECTATIONS	O	Os	OS	So	S
• Parents				X ← → X	
• Educational Staff	X ← → X				
• SLP	X ← → X				
PERFORMANCE	O	Os	OS	So	S
• Home				X ← → X	
• Classroom			X ← → X		
• Speech session			X ← → X		

Listening Openly To Contradiction

Family Interview:

*Made Us
Feel Guilty*

Mindful Listening: Listen Openly

“Listening openly has the power to transform situations and people because it builds trust and fosters the possibility of discovering new ideas, new energy, and new life.”

Listening openly requires suspending judgments and opinions.

Tschannen-Moran, 2010

Mindful Listening: Listen Attentively

- **Paying Attention to what the stories are generating in the coaching space**
- **Attending to feelings, sensations, impressions**
- **Doorway to intuition, imagination, integration, inspiration**

Mindful Listening

Family Interview:

*Communication
Realization*

Quiet Listening

- **Coaches are always in a listening mode, even when talking....**
- **We listen most fully when we are quiet**
- **Honor silence**
- **Comfort with silence and pause**

Reflective Listening

- **Assist others in clarifying, understanding, accepting, appreciating and enhancing their own experience**
- **Doesn't try to make a point or push an agenda**

Imaginative Listening

- **Listening to how people construct stories lets us know how they characterize the actors, intentions, struggles, and outcomes...**
- **It reflects and affects how the situation was....how it is...or how the situation could be...**

Reflective Listening

Family Interview:

*Coming Full
Circle*

Three Conversations

- **The “What Happened Conversation”**
- **The Feelings Conversation**
- **The Identity Conversation**



Conversation Responsibility

- **Stay Awake: Be Present**
- **Be Prepared:
Intentions/Emotions**
- **Hold The Heavy Load**
- **Become The Crucible**
- **Tune Into The Landslide**
- **Use A Well-Oiled
Reverse Gear**
- **Complete The Conversation**



Be Here, Prepared To Be Nowhere Else



**The Experience Of Being Understood,
Versus Interpreted, Is So Compelling,
You Can Charge Admission.**

By Joseph Pine II, *The Experience Economy*

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Premise 5

Family-Centered Practice Is Guided By Ongoing Observation and Assessment.



Speech Perception



Speech Production



E's Continuum

Understanding of Auditory/Visual/Sign

	Auditory - - - A_V - - - AV - - - V_A - - - Visual	✓
(McConkey Robbins, 2001; Nussbaum, Scott, Waddy-Smith, Koch Cline, 2004)		

Use of Sign and/or Spoken Language

	Oral - - - Ov - - - OV - - - Vo - - - Visual	✓
(Waddy-Smith, Clerc Center, 2004)		

Use of Vocalizations and/or Words

	Words - - - W_V - - - VW - - - V_W - - - Vocalizations	✓
(ACRN, 2011)		

Alternative Expressive Communication

N/A	Picture/Signs - - - P/S_G - - - GP - - - G_P - - - Gestures	✓
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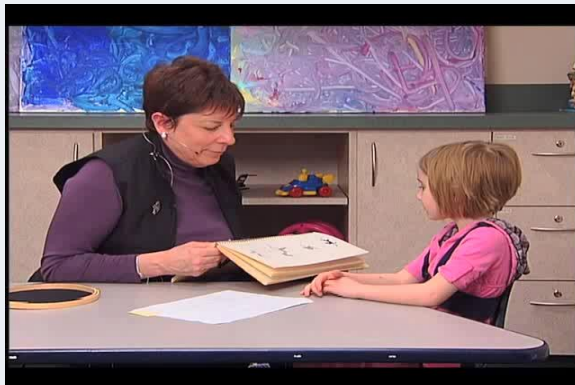
Single Word and Multiple Elements



ACLCL 1 Element: 88%/58%



ACLCL 2 Elements: 90%/ 32%



ACLCL 3 Elements: 60%



ACLCL 4 Elements: 20%

Question Abstraction Examples



Level 1: 5th %ile



Level 2: 1st %ile



Level 3: 5th %ile



Level 4: 1st %ile



SCALES Weight	1 DAP	2 DAS	3 DAC
S oc-Emotional Behavior		X	
C ognitive/Curriculum		X	
A uditory			X
L anguage			X
E xtra: Executive Function, Motor, Vision, Sensory, Attention, Memory, Organization	X		
S peech			X



(ACRN, 2011)

Sentence Repetition

Emily & Katie:

Auditory Memory

ACLCLC: Auditory Memory

Emily & Katie:

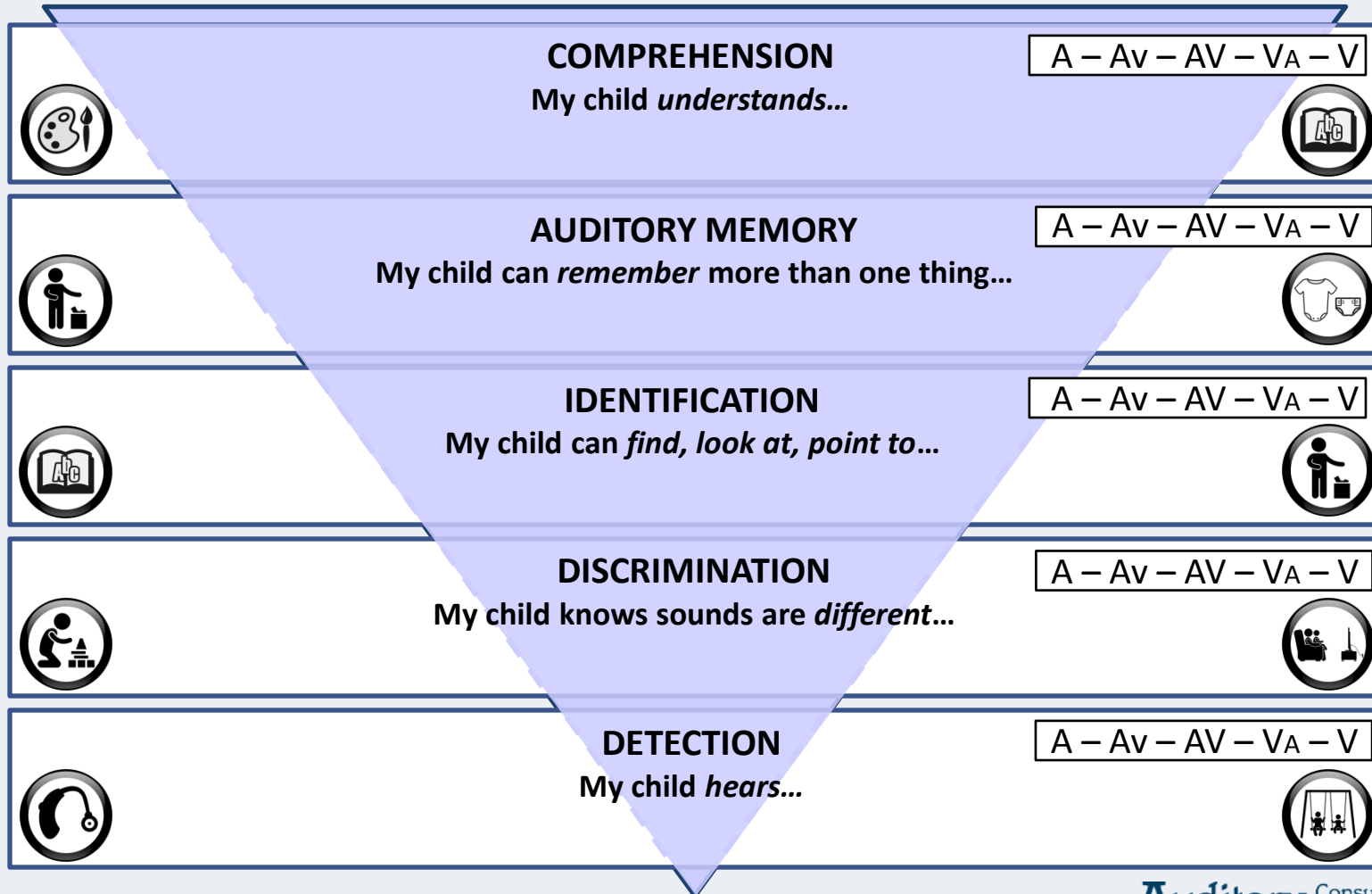
*Auditory Memory
ACLCLC 3 Elements*

Question Comprehension

Emily & Katie:

*Question Comprehension
PLAI Level 3*

Routine-Based Auditory Skills Pyramid



Routine-Based Speech Perception Discussion

Family Interview: Comprehension



SCALES Weight	1 DAP	2 DAS	3 DAC
S oc-Emotional Behavior		X	
C ognitive/Curriculum		X	
A uditory			X
L anguage			X
E xtra: Executive Function, Motor, Vision, Sensory, Attention, Memory, Organization	X		
S peech			X



(ACRN, 2011)

SCALES Discussion

Family Interview:

Social Emotional

E's Continuum

Understanding of Auditory/Visual/Sign

	Auditory - - - A_V - - - AV - - - V_A - - - Visual	✓
--	---	---

(McConkey Robbins, 2001; Nussbaum, Scott, Waddy-Smith, Koch Cline, 2004)

Use of Sign and/or Spoken Language

	Oral - - - Ov - - - OV - - - Vo - - - Visual	✓
--	---	---

(Waddy-Smith, Clerc Center, 2004)

Use of Vocalizations and/or Words

	Words - - - W_V - - - VW - - - V_W - - - Vocalizations	✓
--	---	---

(Auditory Consultant Resource Network, 2011)

Use of Gestures and/or Pictures/Signs

N/A	Picture/Signs - - - P/S_G - - - GP - - - G_p - - - Gestures	✓
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(Auditory Consultant Resource Network, 2011)

Speech Assessment

Condition Assessment
Speech Production
eee

Play-Based Speech Assessment

Speech Moving Observation

Routine-Based Profile: Home

Child's Name: _____ Date of Birth: _____ Age: _____

Interviewer: _____ Interviewee: _____ Interview Date: _____



DIAPERING
DRESSION

Challenging		OK		Easy
1	2	3	4	5

Routine: _____

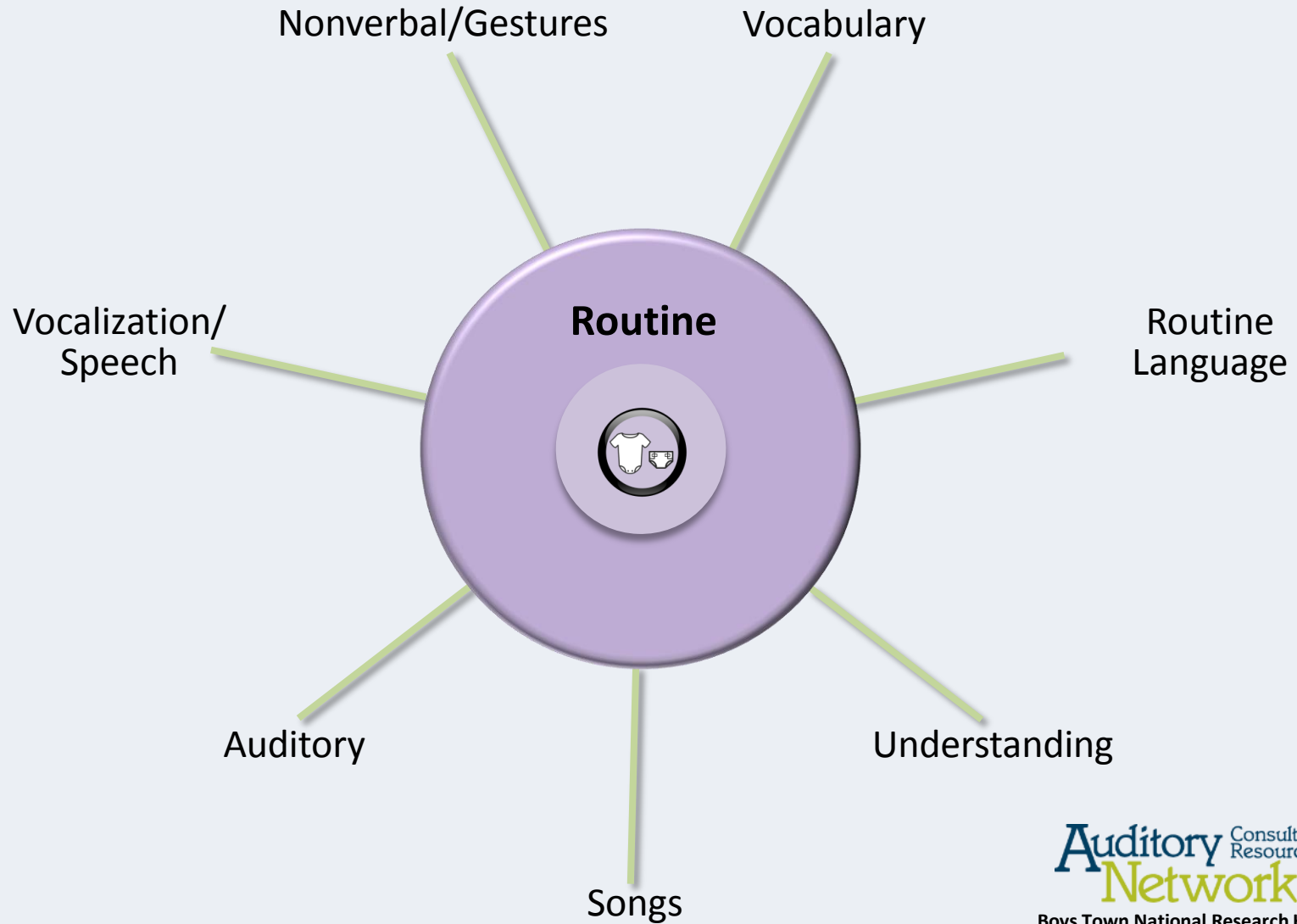
I hear & understand...: _____

Concerns: _____

Routine-Based Assessment

*Routine
Interview
Dressing*

Communication Opportunities



Premise 6

Family-Centered Practice Is Highly Individualized and Requires Models Supporting Differentiated Approaches.



Sensory Communication Profile

	A	A_v	AV	V_A
New			X	
Review		X		
Routine	X			



New Review Routine Explanation

New Review Routine Discussion

New Review Routine

NEW REVIEW

A-V Class Configuration

	A	Av	AV	VA
At or above age/ academic level				
≤ 1.5 years below age/ academic level				
Significantly below age level				

Family-Centered Intervention



1. Human Development



2. Holding Environments



3. Relational & Participatory

Family-Centered Intervention



4. Interpersonal Skills



5. Assessment Practices



6. Differentiated Approaches

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