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### Workshop will Explore

- Strategies for sharing sensitive information to families to support with warm referrals for children to special needs services
- Techniques for creating and sustaining professional relationships with families
- The stages of grief (Kubler-Ross model) and parent readiness

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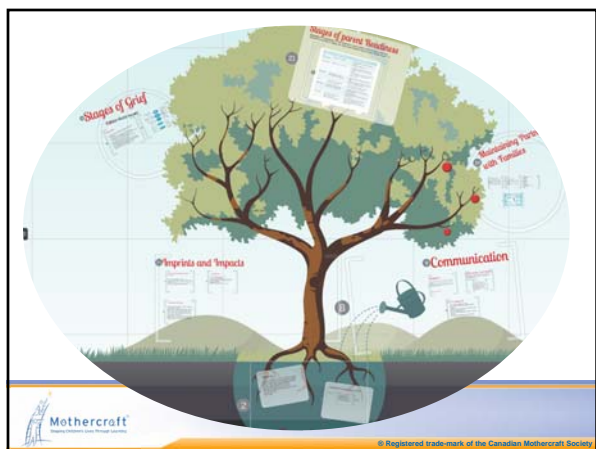
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## Foundation



Observe

Setting the environment up  
for relationships

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## Communication

- **Mindfulness** - process of bringing one's attention to the present moment
- **Active Listening** - "intentionally focuses on who you are listening to...in order to understand what he or she is saying. As the listener, you should then be able to repeat back in your own words what they have said to their satisfaction."  
(<http://studygs.net/listening.htm>)

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## Five Active Listening Skills

1. Being Attentive: pay attention to what is being said/not said and how things are said; listen for and differentiate between ideas, opinions, feelings and facts
2. Bridging: shows the parent you understand and are following; e.g. "I see," "tell me more," "and then?"
3. Paraphrase: check-in using your own words back to the parent to confirm understanding
4. Re-stating: repeat steps in a process/event to ensure understanding
5. Ask Questions: use questions to clarify points and to gather more information

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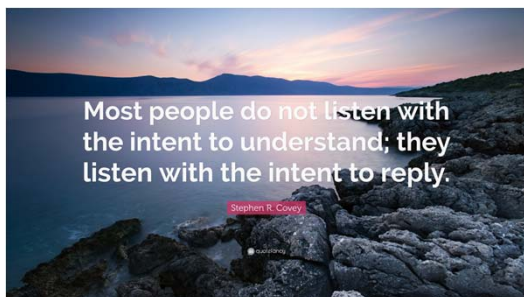
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## Active Listening in Motion



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## Imprints & Impacts



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## Aware of History, Cultural & Religious/Spiritual Connections

- Reflect on the background of the family
- Societies/cultures/religions have historical views/perceptions/practices regarding children with special needs and these effect parental readiness
- Understanding where families come from and what they bring with them helps you support them through the stages



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## Family History/Dynamics

- Become knowledgeable about the family
- Are there external stressors?
- Has the family disclosed that a family member has a special need (sibling, parent, cousin etc.) Is there a genetic predisposition?
- Maslow's Hierarchy of needs
- Tip of the Iceberg? What's under the surface?



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## Bringing Partners Together

- Many times both parents are at different stages of acceptance and readiness
- When we observe a child, remember how you see the child is very different from the parents' view; if there are three people looking at a child, there are really three views/perspectives on the child that need to be explored



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## Kübler-Ross Model



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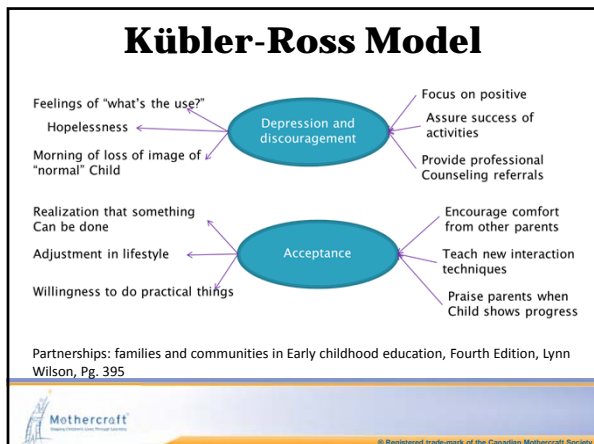
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## Stages of Parent Readiness

Stage	Parental Response	Professional Response
Pre-contemplation	"There isn't a concern"	<ul style="list-style-type: none"> <li>Build foundation of trust, revisit the concern</li> <li>Watch the nonverbal cues</li> </ul>
Contemplation	"Maybe there is a concern"	<ul style="list-style-type: none"> <li>Continue sharing information slowly</li> <li>Sandwich approach: positive, concern, positive</li> <li>Ask the parent to share what is occurring at home and other environments</li> <li>the PARENT</li> </ul>
Preparation	"Yes, there is a concern. What should I do about it?"	<ul style="list-style-type: none"> <li>Inform them of the agencies that can help</li> <li>Informal choices for families work best</li> <li>Work on modeling strategies</li> </ul>
Action	Family follows through with next steps: referrals, etc.	<ul style="list-style-type: none"> <li>Make referrals for family or provide contact information to programs</li> </ul>
Maintenance	Family sticks with next steps but needs to maintain them	<ul style="list-style-type: none"> <li>Encourage the parent to check in with referral agencies</li> <li>Be an active listener</li> <li>Incorporate professional strategies into your program</li> </ul>
Termination	Family sticks with next steps and no longer needs support with follow through	<ul style="list-style-type: none"> <li>The parents will forever be the child's advocate by supporting them in a partnership. You empowered them for years to come!</li> </ul>

Prochaska JO & DiClemente CC (1986) Towards a comprehensive model of change. Addictive Behaviors: Processes of Change. W.R. Miller and N. Heather (Eds) New York, Plenum Press: 3-27; adapted by Devon Physick

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- ## Maintaining Partnerships with Families
- Share strategies, guidance and techniques with families
  - Educate parents/caregivers about child development milestones
  - Avoid professional jargon and labels (OT, SLP, hyper, aggressive)
  - Caring is a verb; actions and words have to go hand in hand
  - Connect families to the professionals that can assist them
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## Maintaining Partnerships with Families

- Accept children and adapt the program to support with successes
- Get training when needed on specific identifications or behaviors
- Continue to "water" (communicate and check-in)
- Promote self-care
- Be gentle with yourself
- Celebrate with them



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## Key Learnings to Take with You

- Mutuality
- Sensitivity
- Respect
- Honesty
- Compassion
- Patience
- Positive Regard
- Listening
- Non judgemental
- Understanding the stages and signs
- Communication



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