Create – strong communities

Talking the Talk
Listening to Family Stories to Support Child Development

Franklin Jennifer
Room: Meeting Room 3
Date: October 6th
Time: 11.00-11.45
Talking the Talk

• What is Talking the Talk?
• Development of TTT
• Importance of Stories
• Talking the Talk Process
• Toolkit
# Red Flags Early Identification Guide

## Red Flag Referral Guidelines

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<th>Red Flags at Any Age</th>
<th>5 Years</th>
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## Lack of or Limited Eye Contact

- Not reaching for and holding (grasping) toys
- Hands frequently clenched
- Not holding head and shoulders up when on tummy
- Not sitting without support
- Not moving eg. creeping or crawling motion
- Does not take weight well on legs when held by an adult
- Not crawling or bottom shuffling
- Not attempting to walk without support
- Not standing alone
- Unable to stand
- Not standing holding on to furniture
- Unable to run
- Unable to use stairs holding on
- Not running well
- Unable to walk and down stairs
- Cannot kick or throw a ball
- Cannot jump with 2 feet together
- Cannot pedal a tricycle
- Cannot catch, throw or kick a ball
- Ball skills are very different to their peers
- Unable to hop 5 times on each foot

## Social/Emotional

- Does not smile or squeal in response to people
- Not sharing enjoyment with others using eye contact or facial expression
- Does not notice someone new
- Does not play early turn taking games (e.g. peek-a-boo, rolling a ball)
- Lacks interest in playing and interacting with others
- When playing with toys tends to bang, drop, or throw them rather than use them for their purpose (e.g. cuttie doll, build blocks)
- No interest in pretend play or other children
- Difficulties in noticing and understanding feelings in themselves and others (e.g. happy, sad)
- Unwilling/unable to play cooperatively
- Play is different than their friends

## Communication

- Not starting to babble (e.g. adah, oogoo)
- No gestures (e.g. pointing, showing, waving)
- No babbling phrases that sound like talking
- No response to familiar words
- No clear words
- Cannot understand short requests eg. “Where is the ball?”
- Most of what is said is not easily understood
- Does not have at least 50 words
- Does not put words together eg. “push car”
- Speech difficult to understand
- Speech difficult to understand
- Unable to follow directions with 2 steps
- Unable to follow directions with 2 steps
- Cannot answer questions in a simple conversation
- Not using simple sentences e.g. big car go
- Not using simple sentences e.g. big car go
- Not following directions with 2 steps
- Not following directions with 2 steps
- Cannot answer questions in a simple conversation

## Fine Motor and Cognition

- Not rolling
- Not holding head and shoulders up when on tummy
- Not sitting without support
- Not moving eg. creeping or crawling motion
- Does not take weight well on legs when held by an adult
- Not attempting to walk without support
- Not standing alone
- Unable to stand
- Not standing holding on to furniture
- Unable to run
- Unable to use stairs holding on
- Not running well
- Unable to walk and down stairs
- Cannot kick or throw a ball
- Cannot jump with 2 feet together
- Cannot pedal a tricycle
- Cannot catch, throw or kick a ball
- Ball skills are very different to their peers
- Unable to hop 5 times on each foot
- Concerns from teacher about school readiness
- Not independent with eating and dressing
- Cannot draw simple pictures (e.g. stick person)
- Awkward when walking, running, climbing and using stairs
- Loose and floppy movements (low tone) or stiff and tense (high tone)

Parents - if there are Red Flags call your Family Doctor or Child Health Nurse

Professionals - REFER EARLY – DO NOT WAIT

Children’s Health Queensland
The Challenge
What is a successful outcome?

• We had to take apart our notions of what a successful outcome looked like.
• Challenge > family focussed lens of “success”
• Success was not more referrals to CDS
• Success = engagement of Aboriginal & Torres Strait Islander families
Engagement of Families

• How do we do that?

We listen to THEIR story
The story of their family and
Their child's development
Their perspective
Their pace
Family Stories

- A culturally appropriate way of engaging families
- Meeting families where they are at.
Why story telling?

• Familiar to families
• Stories – storyteller (family) and listener (worker)
• Helps to put the family in the driver’s seat
• Worker stays on track > engages family > talk about child development
• Goal > keep family engaged > trust > return
CREATE STRONG COMMUNITIES

• We all do it – every culture has it in common
• Keeps traditions going
• Pulls people – adults and children together
• Why aren't we using stories in our clinical work?
Using evidence to support storytelling

- Occupational Performance Coaching – coaching parents to enable children's participation;
- Caregiver has the best skills to make choices and sort problems with guidance from worker
- Ask questions – how does the family make sense of their situation?
- Match between the person, the task and the environment
- Modify our role as “expert” or caregiver will feel less competent
- relationship & trust underpins any techniques

Reference: Dr Fi Graham
Stories are evidence based too

Occupational Performance Coaching
3 Enabling Domains

1. Structured Process
2. Emotional Support
3. Information Exchange

5 step process
relationship
parent is the expert

narrow issues
connection & trust
elicit knowledge

• (Dr Fiona Graham)
Evidence - Milestones

Applying an evidence based process to support storytelling and ........

Applying that information to developmental milestones which are also evidence based
Talking the Talk  Listening to family stories –
Supporting children to play and learn
## Talking the Talk: Listening to family stories
- Supporting children to play and learn

<table>
<thead>
<tr>
<th>Step</th>
<th>Description</th>
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<tbody>
<tr>
<td>1</td>
<td><strong>Listen to the child and family’s story</strong>&lt;br&gt;Listen to the family tell the story of their child and family. Take note of their child’s strengths, the things they love doing, and the things they find difficult. See page 5</td>
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<td>2</td>
<td><strong>Observe the child’s skills</strong>&lt;br&gt;Observe their child interact, talk, play and move about. See page 6</td>
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<td>3</td>
<td><strong>Explore the child’s milestones</strong>&lt;br&gt;With the family, explore the milestones their child has achieved and the things their family has questions or concerns about. See pages 7-14</td>
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<td>4</td>
<td><strong>Understand the family’s goals</strong>&lt;br&gt;Understand what’s important to the family to support their child’s development. See pages 15-16</td>
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<td>5</td>
<td><strong>Create a plan with the family</strong>&lt;br&gt;Work with the family to create a plan to support their child’s development and stay connected over time. See pages 17, 18 and 22</td>
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My Story Map

• Beginning
  when
  where
  who

• Middle
  - what's the problem?
  - what happened next?

• End
  - what's the solution to the problem?
  - how did the story finish?
STORIES ARE UNIQUE TO US ALL

WHAT'S YOUR STORY
Step 1. Listen to the child and family’s story

The following questions may help you to start exploring a child’s development with their family.

You don’t need to ask everything in one conversation. Ask key questions that seem like the best fit at the time. Start by inviting a family to tell the story of their child and family. Support the steady building of a relationship that lasts over months and possibly years.

The child and family

1. What’s the most important thing that you would like to talk about today?
2. I’d like to find out more about your family and (child’s name). Can you tell me (child’s name’s) story? What about the story of your family?
3. What are the things (child’s name) and your family spend your time doing?
4. Who are the important children and adults in (child’s name’s) and your family’s life?
5. Where are the different places (child’s name) and your family have lived?
6. Who do you like to include when you make important decisions for (child’s name)?
7. What new things has (child’s name) just started doing in the past couple of months?
8. Can you remember the development of your other children? Is (child’s name) doing similar things at the same age?

The child’s strengths

1. What does (child’s name) love doing the most?
2. What does (child’s name) do really well?
3. What does (child’s name) do that makes you laugh?
4. Who does (child’s name) like to spend time with?
5. What do they love doing when they’re together?

The child’s challenges

1. What does (child’s name) find tricky?
2. How do you help your child do these things?
3. What things doesn’t (child’s name) like doing?
4. Have you ever been worried about (child’s name) health?
5. What about how well (child’s name) can hear or see?
6. Has your (child’s name) ever had any ear infections?
7. Have you ever been worried about (child’s name) development?

Every good conversation starts with good listening.
2. Observe the child’s skills

**Step 2** Observe the child’s skills

Have some toys ready for the child to play with while you’re chatting with the family, for example:

- dolls and teddies
- an empty box
- trucks and cars
- blocks
- coloured pencils and paper
- a tea set
- a cloth or towel
- pop up toys
- books
- bubble blowing

Make the child feel welcome to play right from the start. As you chat with the family, sometimes contribute to the child’s play and encourage the family to also join in.

**Observe how the child plays, e.g. Does the child ...**

- show interest in toys
- play with toys in ways that are similar to children around the same age?
- use pretend play? (e.g. put a toy person/animal in a car)
- talk about their games and ask questions? How long are their sentences?
- stay with one activity for a period of time?
- play with more than one thing?
- go to their family for help or comfort?
- respond when you or their family members speak to them?

Use the Child Development Summary template page 20 (see example page 19) and write down your observations.
3. Explore the child’s milestones

**Deadly at 5 years**

Use the Child Development Summary template (see example p19)

**Making friends**
- Co-operates with other children and understands the need for rules and fair play (e.g. sharing, negotiating)
- Shows affection and sympathy to others
- Chooses own friends or playmates
- General behaviour, more sensible, controlled and independent

**Listening and talking**
- Can communicate well with only a few grammatical errors
- Follows instructions with multiple parts (e.g. 'find your hat and shoes and let's play outside')
- Able to answer questions that start with 'where', 'what', 'who', 'why'
- Creates imaginative stories in pretend play

**Movement and play**
- Skilled at climbing, sliding, skipping, hopping, ball games
- Rides bike (with training wheels) or scooter
- Copies letters and writes some letters in own name
- Puts more detail in drawings (e.g. windows on house), colours pictures neatly
- Counts between 10 and 20 objects
- Cuts out simple shapes with scissors

**Daily routines**
- Dresses and undresses with little help for most clothes
- Uses spoon and fork well, cuts soft food with knife
- Eats a wide range of foods (e.g. meat, pasta, fruit, veg, nuts)

**Ask the family**
- "How do you feel your child is going with these different skills?"
4. Understand the family’s goals

The following questions are designed to help you talk to families about their goals for their child.

Use the My Child’s Development Plan template to write down the family’s plan (see example page 21)

**Explore the family’s priorities**

1. What would you like [child’s name] to do better?
2. Has anyone also – like the daycare mum/teacher – told you that [child’s name] finds some things tricky?
3. When you think of other children the same age as [child’s name] like cousins or brothers and sisters – how do you think your child is going with … (show on the faces below)
   - Making friends and being with other people
   - Listening and talking
   - Moving around and physical activities
   - Playing games and playing with toys
   - Daily routines like feeding, dressing and toiletting

**Explore the family’s ideas to support their child’s development**

4. When have you noticed that your child learns the most?
5. Are there other things you would like to try with your child?
6. Do you know other people in your community who might have ideas to help your child develop and learn? They might be community elders, your family, your friends or professional people.
7. Are there any other questions you have about your child, e.g., hearing, vision, talking or physical skills?

**Ask the family**

*“How do you feel your child is going with these different skills?”*
Step 5. Create a plan

Talking the Talk – Create a healthy family plan

- Chat some more about your child...
  + another day soon
  + in a few weeks
  + and bring a family member, friend or elder with me

- Spend time together...
  + playing outside
  + chatting and singing
  + looking at books
  + drawing and making things

- Join in with...
  + a playgroup
  + a parents’ group
  + story time at the library

- See a professional...
  + about building a strong relationship with my child
  + about my child’s listening and talking
  + about my child’s behaviour

and build your family story

FOR PARENT

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<th>My Child’s Development Plan</th>
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<tr>
<td>Talking the talk for <em>Sam Smith</em></td>
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<td>(child’s name)</td>
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<td>Deadly and ready to be <em>5 yrs</em></td>
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_Sam_ is deadly at lots of things! Some of our favourites are...
playing with his friends. Catching a ball

At the moment, _Sam_ is learning to...
Draw picture
Use longer sentences

Our family would like to help _Sam_ with...
Asking questions

Our next steps are... _Kindy_

The people who might work with us to get things going are...
Auntie Beth, Speech pathologist at _Kindy_

In _4_ weeks/months we’ll catch up with _Child health nurse_ to chat about how we’re going
Mary – let’s start at the very beginning

- A little girl - 5 years old
- Foster mum’s concerns;
  - Communication – trouble understanding and talking
  - walking difficult > tending to walk on toes
  - has trouble socialising with her peers

What might you be suggesting for that family and child?
Mary’s Story

• Beginning
  - substance abuse while in utero
  - fostered from 4 days of age – loving mother
  - some developmental concerns

• Middle – cancer & surgery + 3 monthly checks
  - Communication – trouble understanding and talking
  - walking tending to walk on toes
  - had trouble socialising with her peers (separated)

• End
  - solution to the problem
  - how did the story finish?
Mary’s Plan

- Go home and have a think
- Help Mary with hospital visits
- Support for Mary at school
What did the families think?

- It was easy to tell my story
- I'm starting to see how the family has impacted on his life
- Good to see positives
- I need to come back to talk about other issues I can't talk about in front of my child
- I want him in school
Feedback – Child Health Nurse

There is a real need to have a way to share with families developmental progress – as often parents are not concerned about their child's development. And then to have a way to share with this information in a culturally responsive manner is really important.
Speech Pathologist

Often it is not until a child gets to school that the extent of their developmental needs becomes apparent. It is great to have a tool that enables conversation and story sharing in the early years to enable intervention to occur.
Page 3. Starting Conversations that last >
useful summary of cultural awareness and good
to read in planning a conversation with families

Listen to the Family Story > helpful wording of
questions that target information typically obtained
from case history but in ways that are strengths
based and family centred. Student used these in a
phone call to the family and they were engaged.

Deadly at … years > useful and visually
appealing to use with families
Building and maintaining the relationship is the priority, and central to ongoing planning.’

• Crucially and ultimately,

‘You have to connect with people first.....How long it takes, doesn’t matter’

• 1,2, Fredericks,(2008) Culturally Relevant Practice with Aboriginal and/or Torres Strait Islander Children: Everyone’s Business.
• Acknowledgements
  – Deadly Ears
  – Gretchen Young
  – IUIH
  – Play Group Qld
  – Iscariot Media Designs
• Availability – Qld Hlth intranet
REFERENCES

- Coleman & Karraker 1998
- Fredericks,(2008) Culturally Relevant Practice with Aboriginal and/or Torres Strait Islander Children: Everyone’s Business.
- Graham Dr Fiona, Occupational Performance Coaching: Coaching parents to enable children’s participation Workshop 2016
- Qld Hlth Aboriginal and Torres Strait Islander Cultural Capability Framework 2010-2033.

Every story is about transformation