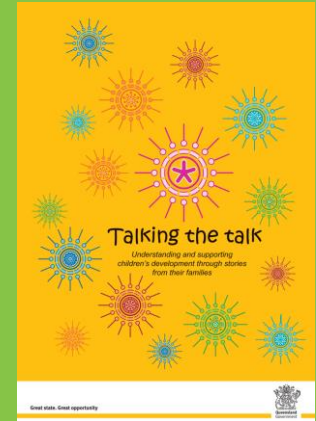


Create – strong communities

Talking the Talk

Listening to Family Stories to
Support Child Development



Franklin Jennifer

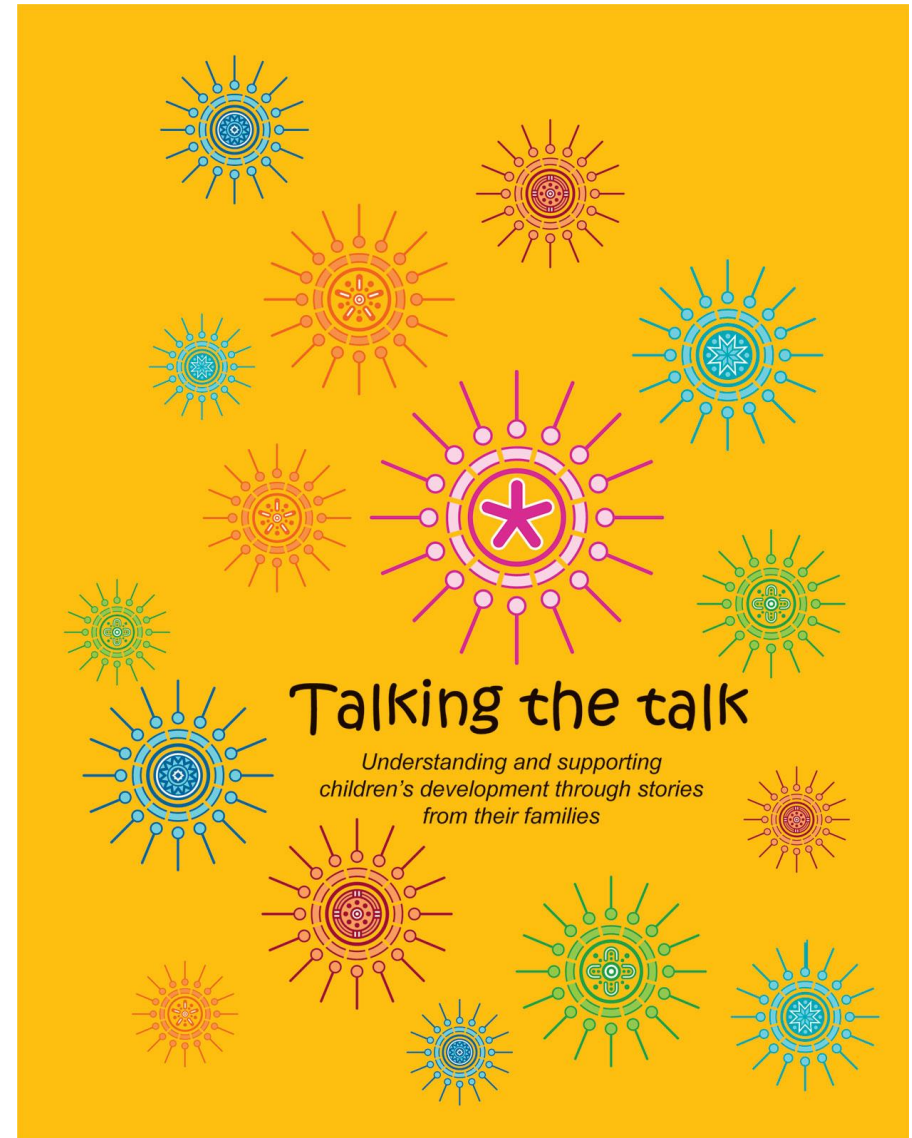
Room: Meeting Room 3

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





Developed by
Child Development Program
Children's Health Services
in conjunction with GPartners

Parents - If there are Red Flags call your Family Doctor or Child Health Nurse
Professionals - REFER EARLY – DO NOT WAIT

Red Flags Early Identification Guide

RED FLAG REFERRAL GUIDELINES

| | 6 MONTHS | 9 MONTHS | 12 MONTHS | 18 MONTHS | 2 YEARS | 3 YEARS | 4 YEARS | 5 YEARS | RED FLAGS AT ANY AGE |
|---------------------------------------|---|--|--|---|---|---|--|---|---|
| Social/Emotional | <ul style="list-style-type: none"> Does not smile or squeal in response to people | <ul style="list-style-type: none"> Not sharing enjoyment with others using eye contact or facial expression | <ul style="list-style-type: none"> Does not notice someone new Does not play early turn taking games (e.g. peekaboo, rolling a ball) | <ul style="list-style-type: none"> Lacks interest in playing and interacting with others | <ul style="list-style-type: none"> When playing with toys tends to bang, drop, or throw them rather than use them for their purpose (e.g. cuddle doll, build blocks) | <ul style="list-style-type: none"> No interest in pretend play or other children Difficulties in noticing and understanding feelings in themselves and others (e.g. happy, sad) | <ul style="list-style-type: none"> Unwilling/ unable to play cooperatively | <ul style="list-style-type: none"> Play is different than their friends | <ul style="list-style-type: none"> Not achieving indicated developmental milestones Strong parent concerns |
| LACK OF OR LIMITED EYE CONTACT | | | | | | | | | |
| Communication | <ul style="list-style-type: none"> Not starting to babble (e.g. adah; oogoo) | <ul style="list-style-type: none"> No gestures (e.g. pointing, showing, waving) Not using 2 part babble (e.g. gaga, arma) | <ul style="list-style-type: none"> No babbled phrases that sound like talking No response to familiar words | <ul style="list-style-type: none"> No clear words Cannot understand short requests eg. 'Where is the ball?' | <ul style="list-style-type: none"> Does not have at least 50 words Not putting words together eg. 'push car' Most of what is said is not easily understood | <ul style="list-style-type: none"> Speech difficult to understand Not using simple sentences e.g. big car go | <ul style="list-style-type: none"> Speech difficult to understand Unable to follow directions with 2 steps | <ul style="list-style-type: none"> Difficulty telling a parent what is wrong Cannot answer questions in a simple conversation | <ul style="list-style-type: none"> Significant loss of skills Lack of response to sound or visual stimuli |
| Fine Motor and Cognition | <ul style="list-style-type: none"> Not reaching for and holding (grasping) toys Hands frequently clenched | <ul style="list-style-type: none"> Unable to hold and/or release toys Cannot move toy from one hand to another | <ul style="list-style-type: none"> Majority of nutrition still liquid/puree Cannot chew solid food Unable to pick up small items using index finger and thumb | <ul style="list-style-type: none"> Not holding or scribbling with a crayon Does not attempt to tower blocks | <ul style="list-style-type: none"> No interest in self care skills eg. feeding, dressing | <ul style="list-style-type: none"> Difficulty helping with self care skills (e.g. feeding, dressing) Difficulty manipulating small objects e.g. threading beads | <ul style="list-style-type: none"> Not toilet trained by day Unable to draw lines and circles | <ul style="list-style-type: none"> Concerns from teacher about school readiness Not independent with eating and dressing Cannot draw simple pictures (e.g. stick person) | <ul style="list-style-type: none"> Poor interaction with adults or other children Difference between right and left sides of body in strength, movement or tone |
| Gross Motor | <ul style="list-style-type: none"> Not rolling Not holding head and shoulders up when on tummy | <ul style="list-style-type: none"> Not sitting without support Not moving eg. creeping or crawling motion Does not take weight well on legs when held by an adult | <ul style="list-style-type: none"> Not crawling or bottom shuffling Not pulling to stand Not standing holding on to furniture | <ul style="list-style-type: none"> Not attempting to walk without support Not standing alone | <ul style="list-style-type: none"> Unable to run Unable to use stairs holding on Unable to throw a ball | <ul style="list-style-type: none"> Not running well Cannot walk up and down stairs Cannot kick or throw a ball Cannot jump with 2 feet together | <ul style="list-style-type: none"> Cannot pedal a tricycle Cannot catch, throw or kick a ball Cannot balance well standing on one leg | <ul style="list-style-type: none"> Awkward when walking, running, climbing and using stairs Ball skills are very different to their peers Unable to hop 5 times on each foot | <ul style="list-style-type: none"> Loose and floppy movements (low tone) or stiff and tense (high tone) |

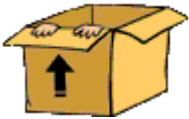
Parents - If there are Red Flags call your Family Doctor or Child Health Nurse

Professionals - REFER EARLY – DO NOT WAIT



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?



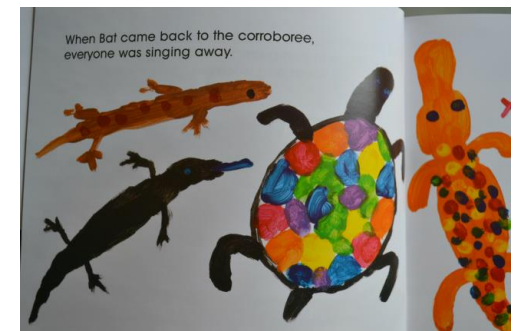
- Familiar to families
- Stories – storyteller (family) and listener (worker)
- Helps to put the family in the driver's seat
- Worker stays on track > engages family > talk about child development
- Goal > keep family engaged > trust > return

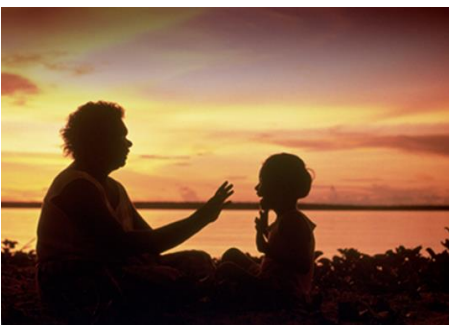


CREATE STRONG COMMUNITIES



- 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



Stories are evidence based too

Occupational Performance Coaching 3 Enabling Domains

1. Structured
Process



5 step process

narrow issues

2. Emotional
Support



relationship

connection & trust

3. Information
Exchange



parent is the expert

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



Step3 Explore the child's milestones

Pages 7–14 provide a guide to children's development from 3 months to 5 years.

Start at the child's age group. Also explore higher age groups if the child is achieving most milestones at the lower age. And if a child is not achieving more than a few of the milestones in any of the categories at a certain age, drop back to a younger age group.

Deadly at 3-6 months

Use the Child Development Summary template (see example p19)



Making friends

- Looks and smiles when smiled at
- Enjoys playing with familiar people
- Starts to show some shyness with unfamiliar people



Listening and talking

- Listens to everyday sounds and people's voices
- Makes sounds when people talk to them (e.g. ahh, goh)
- Makes sounds to communicate 'happy' or 'upset'



Movement and play

- Lifts head and chest when lying on their tummy
- Learns to roll over from tummy to back or back to tummy
- Learning to sit with support
- Reaches out for toys and brings hands and toys to mouth
- Likes to play with their toes



Daily routines

- Sleeps less during day and a little more at night
- Breast milk (or infant formula) is the food your baby likes most

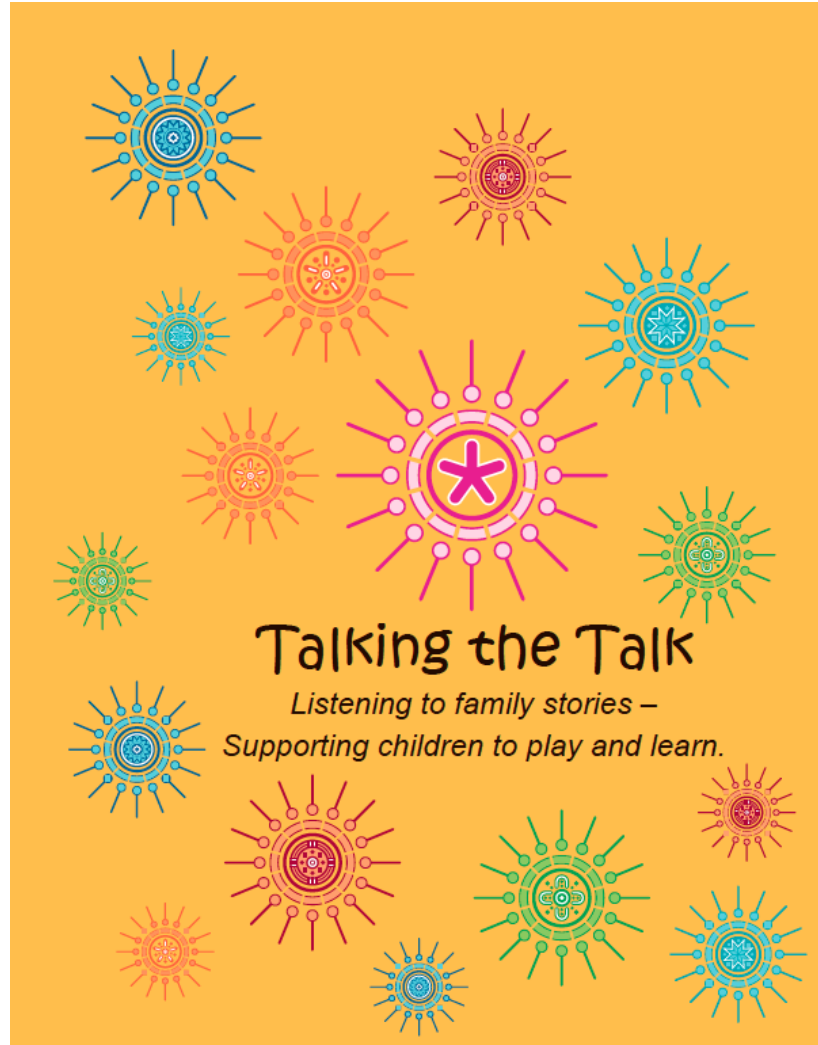


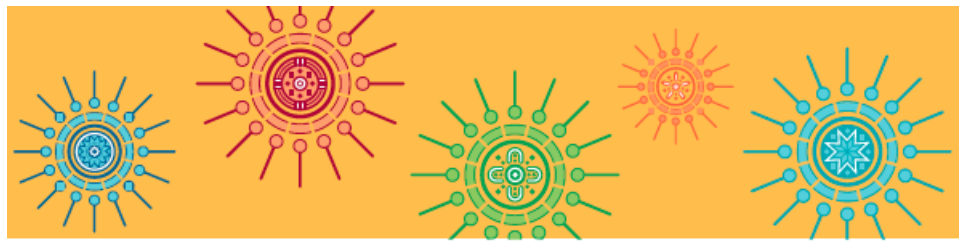
Ask the family

"How do you feel your child is going with these different skills?"



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.

Step 1 Listen to the child and family's story

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*

Step 2 Observe the child's skills

Observe their child interact, talk, play and move about. *See page 6*

Step 3 Explore the child's milestones

With the family, explore the milestones their child has achieved and the things their family has questions or concerns about. *See pages 7-14*

Step 4 Understand the family's goals

Understand what's important to the family to support their child's development. *See pages 15-16*

Step 5 Create a plan with the family

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*



My Story Map



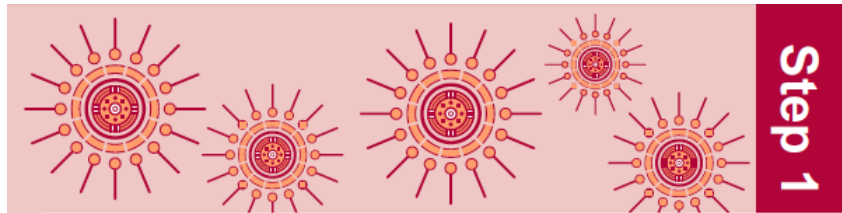
- Beginning
 - when
 - where
 - who
- Middle
 - what's the problem?
 - what happened next?
- End
 - what's the solution to the problem?
 - how did the story finish?



STORIES ARE UNIQUE TO US ALL



Step 1. Listen to the child and family's 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?

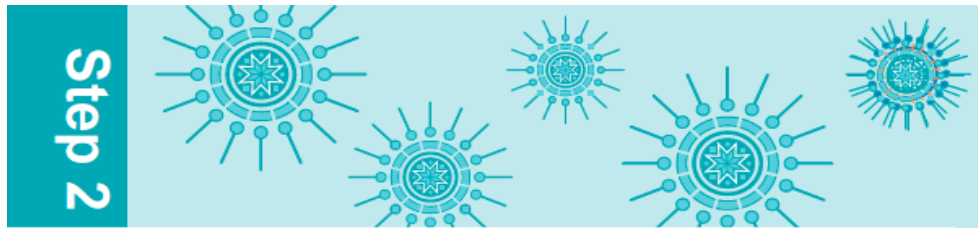
The child's challenges

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?
6. 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









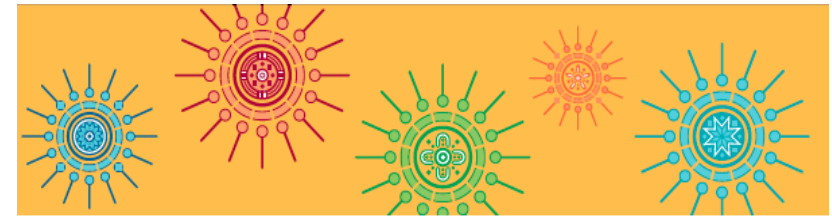
3. Explore the child's milestones

Step 3

Deadly at 5 years













Use the Child Development Summary template (see example p19)

| | |
|---|--|
|  | Making friends <ul style="list-style-type: none"> 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 play mates General behaviour, more sensible, controlled and independent |
|  | Listening and talking <ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> Skilled at climbing, sliding, skipping, hopping, ball games Rides bike (with trainers) 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 <ul style="list-style-type: none"> 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, veggies, nuts) |
|  | Ask the family "How do you feel your child is going with these different skills?"  |



FOR WORKER Child Development Summary

| | | | |
|--------------|-------------|---------------|-------------|
| Child's name | Sam Smith | Date of birth | 1 Jan 2011 |
| Date | 22 Feb 2016 | Age | 5 yrs 1 mth |

| | How do you feel your child is going with these skills | Notes |
|--------------------------------|---|--|
| Making friends |    | Takes time to warm up, social at Playgroup, able to use simple rules |
| Listening and talking |    | Cannot have a conversation understands |
| Movement and play |    | Does not pretend play Cannot jump |
| Daily routines |    | Washes hands Puts on shorts and shirt |
| Summary | Strengths: Sam is good at making friends, is social with adults and children. Able to help with some daily routines Difficulties: Has trouble putting sentences together to have conversations. No pretend play. Trouble jumping | |
| Plan for follow up appointment | 4 weeks, 22 Mar 2016 | |
| Reminder SMS | <input checked="" type="radio"/> Yes <input type="radio"/> No | Phone number 0432 345 678 |
| Name of Professional/Worker | | Signature |



4. Understand the family's goals

Step 4



Are you listening
or waiting to speak?

CuriositiesByDickens.com

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 else – 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 toileting

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?

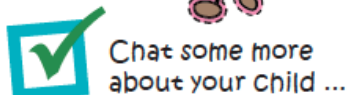


Ask the family

"How do you feel your child is going with these different skills?"



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
- + looking at books
- + chatting and singing
- + drawing and making things



Join in with ...

- + a play group
- + 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
- + for a hearing test
- + about my child's movement skills
- + about my child's health and development (GP or paediatrician)

Step 5. Create a plan



FOR PARENT My Child's Development Plan

Talking the talk for Sam Smith
(child's name)

Deadly and ready to be 5 yrs
(child's age)

Sam is deadly at lots of things! Some of our favourites are...
(child's name)
playing with his friends, catching a ball

Information collected on Steps 1-3

At the moment, Sam is learning to... Draw picture
(child's name)
Use longer sentences

Information collected on Steps 1-3

Our family would like to help Sam with...
(child's name)
Asking questions

Information collected on Step 4

Our next steps are... Kindy

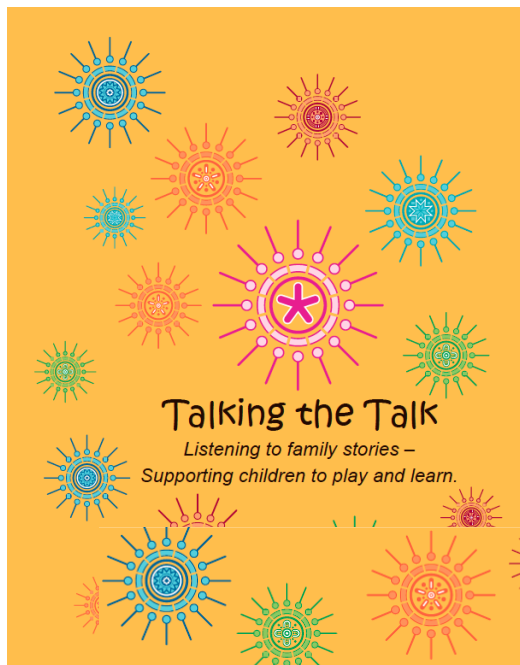
Information collected on Step 5

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

Information collected on Step 5

In 4 week(s)/months we'll catch up with Child health nurse to chat about how
(number) (worker's/professionals' name)
we're going

and build your family story



FOR PARENT My Child's Development Plan

Talking the talk for _____
(child's name)

Deadly and ready to be _____
(child's age)

_____ is deadly at lots of things! Some of our favourites are...
(child's name)

Information collected on Steps 1-3

At the moment, _____ is learning to...
(child's name)

Information collected on Steps 1-3

Our family would like to help _____ with...
(child's name)

Information collected on Step 4

is are...

no might work with us to get things going a

ks/months we'll catch up with _____
(worker's up)

Talking the Talk – Listening to family stories and



Deadly at 3-6 months

- Sleeps less during day and a little more at night
- Breast milk (or infant formula) is the food your baby likes most

Deadly at 6-9 months

- Starting to have a sleep routine and able to settle more easily
- Starting to eat solid foods

Deadly at 9-12 months

- Holds food and chews different textures (biscuits, meat, pasta, fruit)
- Starts to drink from a cup with help

Deadly at 12-18 months

- Starts feeding self with a spoon and chews well
- By 18 months drinks from cup holding with both hands
- By 18 months starting to help with dressing and undressing (e.g. holding arms up for putting shirt on)

Deadly at 2 years

Deadly at 3 years

- Able to dress and undress with help
- Usually toilet trained by day
- Washes and dries hands
- Eats skilfully with a spoon, and may use a fork
- Able to follow family rules (e.g. when going out)

Deadly at 4 years

- Uses spoon and fork well
- Can dress and undress mostly without help
- Is toilet trained by day and night

Deadly at 5 years

- 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, veggies, nuts)



Image: G. J. 2017



FOR WORKER Child Development Summary

| | | | | |
|--------------------------------|---|--------------|---------------|--|
| Child's name | | | Date of birth | |
| Date | | | Age | |
| | How do you feel your child is going with these skills | Notes | | |
| Making friends | 😊 😐 😞 | | | |
| Listening and talking | 😊 😐 😞 | | | |
| Movement and play | 😊 😐 😞 | | | |
| Daily routines | 😊 😐 😞 | | | |
| Summary | | | | |
| Plan for follow up appointment | | | | |
| Reminder SMS | Yes / No | Phone number | | |
| Name of Professional/Worker | | Signature | | |

Talking the Talk

Ideas to support your child to play and learn



Chat some more about your child ...

- + today, tomorrow anytime soon
- + to your playgroup leader
- + to a child health nurse
- + to your GP
- + to a health worker
- + to a family member



Spend time together ...

- + looking at books
- + playing outside
- + drawing and making things
- + chatting and singing



Join in with

- + a play group
- + story time at the library
- + a parents' group



See a professional... about my child's

- + healthy hearing and seeing
- + daily routines and behaviour
- + listening and talking
- + movement and play

And Build Your Family Story

Mary – lets 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

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
- + looking at books
- + chatting and singing
- + drawing and making things



Join in with ...

- + a play group
- + 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
- + for a hearing test
- + about my child's movement skills
- + about my child's health and development (GP or paediatrician)

and build your family story

Talking the Talk – Listening to family stories and supporting children to play and learn 18



What did the families think?

It was
easy to tell
my story



Good to
see
positives

I'm starting to
see how the
family has
impacted on
his life

I want
him in
school

I need to
come back
to talk
about other
issues I
cant talk
about in
front of my
child

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



Feedback – Student

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’²

- 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

Stories

Storytelling for healing,
resiliency, strength and
cultural empowerment

Storytelling Pointers

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**
- **Lynore K Geia, Barbera Hayes & Kim Usher. Yarning/Aboriginal Storytelling: Towards an understanding of an Indigenous perspective and it's implications fir research practice. Contemporary Nurse (2013) 46 13-17**
- **Qld Hlth Aboriginal and Torres Strait Islander Cultural Capability Framework 2010-2033.**

Every story is about
transformation

