

Family Coaching, Goal Setting and Self-Sufficiency

In Partnership with Oregon Health Authority
Dr. Amy Stoeber

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Zoom Orientation

- How many of you have used zoom?
- Name change
- Camera View
- How many of you are used to breakout rooms?
- Do you know how to get in and out of the breakout rooms?

No worries – we'll get through this! There's enough stress during a pandemic without worrying about zoom competency!

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Me....Zoom Overwhelm



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Brief Introduction


You're my people and

WHY?

My commitment

My hope is to be out of a job!






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Learning Objectives

- Current worldview and stressors for educators/service providers – self-care first
- Recognize principles of Compassion-Informed Care
- Participants will learn how to recognize and assess family needs from a strengths-based perspective
- Participants will learn how to create connection, based on efficacious practices, in a virtual scenario.
- Recognize the need for “power with” vs. “power over” as a way to collaborate and create self-sufficiency
- Participants will learn intervention tools to meet the needs of parents and prepare children for in-person or virtual learning.

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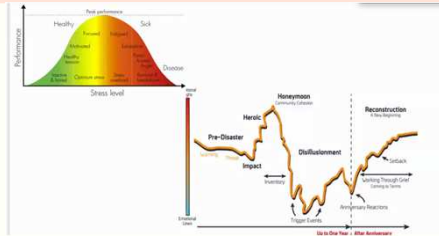
Helping the Helpers

- Where are we? The Disaster Performance Model
- Stress and resilience
- Knowing your own story
- Self Care for educators/service providers
- Gaining Consultation and Support

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Performance Stress Model – Dr. L. Fortuna, UCSF



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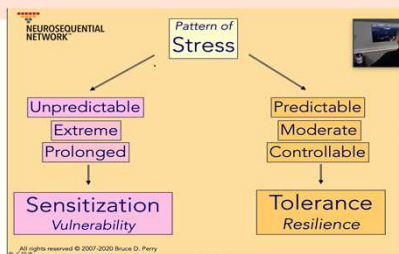
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Dr. Bruce Perry



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Knowing Your Own Story



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How do I ask for help?

- What kind of help might you need for yourself?
- For families?
- How do you know when to ask for help?
- Who can you go to?
- Who are your people for supervision? Support?
- Who are your people for encouragement and vicarious trauma?
- Let's revisit this later within Circle of Support

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Remember:

- 1. Your process will effect families' process**
- 2. Families are experiencing the same overwhelm often with less resource and support**
- 3. If you don't take care of you, you cannot take care of others**

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Recognizing and Assessing Family Needs

- Recognizing Acute Stressors for Families
- Cultural considerations and implicit bias
- Identity as an educator – recognizing inherent power
- Identifying current stressors & current strengths
- Compassion-Informed Care for Educators
- Family Strengths Exercise
- Creating Goals
- Creating Circles of Support

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What are ways the families you work with are currently experiencing acute trauma and stressors?

Comment in chat box

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Recognize that this may lead to long-term trauma and distress

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Recognition of Power & Authority

- Collaborative when possible
- Supportive, but when necessary, directive
- Communicate systemic/organizational expectations
- Help and intervention meets the needs of the families with whom you work

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Creating Connection within Intervention

- How to really listen – more on this later
- Helping vs. imposing
- Difference between facilitating & partnering
- Framework for engagement (from Arnstein):
 - Non-participation – manipulative – the aim is to “cure or educate”
 - Tokenism – consulting, informing – one-way flow
 - Citizen power – partnership and delegated power; power with vs. power over – power is re-distributed and decisions are shared

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Bias

Bias may include but not limited to:

- Cultural or ethnic
- Ability
- Sexual orientation
- Gender
- Poverty

Educators & service providers should be constantly thinking about their own world views, about others' world views, about their own diversity status on multiple dimensions and how this intersects with the supervisee's world view, and about how all of this relates to the family's presenting problem - Falender

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Considerations for Families of Color

- Fatigue
- Extra barriers present
- Tokenism and spokesperson pressure
- Educators for all
- "We are more than this...." (the idea that this is not the only thing to talk about; but something to acknowledge)
- Acknowledgement begins a healing process – action earned ally-ship moves us all closer

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What Does Stress & Trauma Look Like In Practice?

- Families that are distracted, agitated, and reactionary
- Students/children who miss class/appointments, are failing, or not following through with plans – systemic or otherwise
- Parents that are “always angry”
- Blaming others for: failure to be helped, lack of resources, mistakes in school, failure to be helped, and poor outcomes for activities
- Or . . . no obvious outward symptoms at all
- **What does this mean for the children and families with whom we work?**

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Reflection & Breakout Rooms

What have I learned so far that will impact the work I do?

- Need for self-care?
- Recognition of power?
- Reaching out for support or consultation?

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Stress and Adversity Happen

What happens if we assume that stress and adversity happen to all of us?

What does it look like if we treat all of our students, families and/or colleagues with compassion-informed care?

Remember, almost 70% of the population studied by Kaiser had 1 or more ACEs

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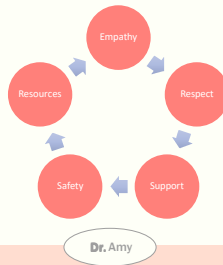
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What Does Compassion-Informed Care Look Like?



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Compassion-Informed Interventions

Compassion-Informed Care is a commitment:

- To recognize stress in trauma in the families we work with; and know what it looks like
- To avoid triggering or increasing the trauma or chronic stress
- To restore safety, strength and self-worth of the individual
- *To treat all people with compassionate and respectful care*

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What does Compassion-Informed Care look like?

Show Empathy	For Parents: Acknowledge that parenting has its stressful moments and is hard. For Children: Let them know you believe they're doing the best they can.	<ul style="list-style-type: none"> • Health problems • Tantrums • Sleep problems • Mental Health • Biting 	<ul style="list-style-type: none"> • Addiction • Stress • Work related problems • Marital issues • Chronic Health Problems
	Recognize that some people come from a background which hasn't prepared them for positive coping techniques:	<ul style="list-style-type: none"> • Lack of a good parent role model • History of trauma or abuse themselves • Relationship issues that the practice may not be aware of 	
	Language Example	<p>"I see that you are upset. I know you are not upset with me but at the situation. I will find a way to help you."</p> <p>"How has this experience been for you?"</p>	

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What does Compassion-Informed Care look like?

Show Respect	Acceptance and non-judgment:	<ul style="list-style-type: none"> Have an open mind as you are speaking with students You may not know their full story/trauma
	Avoid all prejudice:	<ul style="list-style-type: none"> Race Religion Socioeconomic status Age of parents Sexual orientation
	Build relationships:	<ul style="list-style-type: none"> Between Staff and students Between staff and parents Between staff and families Between colleagues
	Language Example	<p>To a student: "I remember that we talked about _____ last time. That's important to you, let's revisit _____"</p> <p>To a staff member: "In our staff meeting yesterday, you seemed frustrated. That's not like you. Is something else going on? Can I help?"</p>

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What does Compassion-Informed Care look like?

Support for the family	Encourage	Let the person know that they are not to blame when bad things happen out of their control.
	Give choices	<ul style="list-style-type: none"> Trauma = loss of control Patient needs vs. organization needs
	Know your resources: have a network of trauma-informed counselors and agencies for referrals	<ul style="list-style-type: none"> ESD referrals Ancillary referrals for PT, OT, SLP Parent child interaction therapy Respite Care
	Focus on positivity and strengths	Tell people what they CAN do not what they SHOULDNT do
	Communication	Make sure you are able to speak in the person's native language or provide translator
	Language Example: "This is a great opportunity for us to work as a team to develop a solution."	

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What does Compassion-Informed Care look like?

Provide Safety	Physical safety:	<ul style="list-style-type: none"> Calm & comfortable Warm eyes Predictable Give choices 	<ul style="list-style-type: none"> Get down on person's level No fast movements Allow a safe person to be present
	Emotional safety:	<ul style="list-style-type: none"> Ask questions, and listen to the student Be sensitive to trauma triggers It is OK to set limits on inappropriate behavior Be predictable Be trustworthy 	
	Language Example	Choice for an child: "We can talk about this together or you can have a support person with you while you and I have a short discussion. What feels better for you?"	

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Shifting the Lens

- Instead of asking, "What's wrong with that child/family/person?" ask,
- "What happened to that person and how can I help?"



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A Metaphor for Mindset Shift: Two Suitcases

Two Suitcases

Every day we pick up both...

- In one hand, we carry our acute stressors, and;
- In the other, we carry our personal, childhood adversities.
- Every interaction we have is with someone who is also carrying BOTH suitcases.

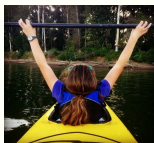


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Reflections

Do I treat children and families in a compassionate manner?
What can I do to advocate for children and families to be treated compassionately?



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3 Core Assumptions for Professionals

1. Parents must feel that professionals are communicating with them from a *non-judgmental stance*.
2. Remind parents that you have a *shared goal* with them by creating *"we" language*.
3. Intervention and training must happen *within attachment systems or supportive dyads—teacher to child; colleague to colleague; parent to child, etc.*



Adapted from Blaustein and Kinniburgh (2010)

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Listening

Being heard is so close to being loved that for the average person, they are almost indistinguishable...

d.w. Augsburger



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How Do We Really Listen

- Whole Body
- Lay down your goals
- Validate
- Empathize
- Don't personalize
- Support
- Respond to your fears and the other's fears
- Ask for the help you need or ask how you can help



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Building on Strengths: Environmental Strengths

Strong parental figure
A supportive adult
A reliable group of friends

Connection
Contribution
Cultural identity & ethnic pride

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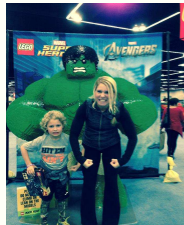
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How do we find strengths in people?

1. Ask them
2. Observe them
3. Name the strength
4. Grow
 - Help them grow in that strength and build new ones

Adapted from Nan Henderson's Resiliency in Action



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Meaningful Conversations & Goal Setting

- Short term planning vs. Long-term planning (and why some families don't dream)
- Teach realistic goal setting (they can always be removed later).
- Hold one-on-one goal-setting conferences with parents to give them individual attention and help them learn to assess goal difficulty (Schunk, 1990).
- Encourage parents to write down their goals rather than simply creating them and leaving them floating around their mind (Matthews, 2015).
- Teach effective goal setting strategies (like setting SMART goals) to increase the likelihood of success and provide feedback on progress.
- Provide direct instruction on goal setting and include instruction on self-evaluation.

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Engaged Goal Setting

- I am good at...
- I could improve at...What will I improve?
- What kind of relationship do I want?
- How will I make these improvements?
- How will I know when I make improvements?
- If my plan doesn't work, what will I do?
- When I dream big dreams, what do they look like?

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Creating Family Plans

- Conversations about culture and identity
- Family history including trauma history
- Needs assessment utilizing strength assessment
- Involving family in goal setting
- Short term plans AND long term plans
- Individual goals AND systemic goals
- What else?

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SMART Goal Setting

- Specific –
- Measurable –
- Attainable –
- Realistic and Relevant –
- Time-limited and Trackable –

How might you use these conversation starters and goal setting combined with the Family Strengths Exercise?

Use SMART goal as a guide to check the validity of your goals.

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Breakout Discussion

How might we combine our thoughts about laying down goals with the need for assessment?
How can we utilize the strengths assessment to also determine needs?

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Creating Connection Utilizing Best Practices

- Looking into Efficacious Programs
- Incorporating information you receive into family plans
- Less is more right now
- Asking for help vs. imposing services

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Less is more

- How do we prioritize what to focus on?
- Let's take a tiered approach
- Small tweaks in our practices help families see change

Maslow's Hierarchy of Needs
Applied to Teaching During
the COVID-19 Crisis



Looking at all home/school environments

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How to be engaging

- Less is more
- Check in often
- Make non-verbals explicit
- Invite in...your home, your life, your thoughts
- Time limits and flexibility
- Casual and approachable are your friends
- You're a guest

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Creating Connection Utilizing Best Practices

- The most efficacious programs don't focus on child's lagging skills but in bolstering caregiver skill sets
- Focus between the interactions between a child and the primary caregiver
- It all comes down to connection
- From Video 19 from Harvard Center for the Developing Child
- 5 Efficacious Elements
 - Small groups with high adult ratios
 - Qualified and compensated personnel
 - Warm and responsive caregiving
 - Language-rich environments
 - Physically safe

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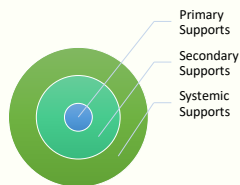
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Circle of Support

(adapted with permission from Kim Davis MDC)



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What Happens When the Primary Circle is Empty?

- If the primary circle is empty OR the individuals listed are unhealthy, there must be an intervention
- The intervention is called a Secondary Circle Push
- Invite the individual to reach out to Secondary Circle people

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PEERE Model and Online Parent Coaching: Video 5 from Harvard

- Pause
- Engage
- Encourage
- Reflect
- Extend

Watch and chat – how can we extend this to virtual learning?

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Special Time/Floor Time

- 10 minutes per day
3 times per week
- Turn off all distractions
- Let the child choose an unstructured activity
- Follow the child's lead
- Call it your child's name "Annie's Time"



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FIND Program: Video 10 from Harvard

Finding Interactions and Nurturing Development

Shifting focus from what kids need to teaching skills to parents.

Co-created programs for kids and families to find out what they need and teach those lagging skills.

How do we utilize this approach? How could we do so virtually?

****Point out how these types of interactions really support the child's development.**

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Big Picture Reminders

- Connection with parents & students
- Recognize your stress/trauma as well as theirs
- Ask questions and remain curious
- Connect families with each other and create community supports
- Take care of you!

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**Thank you!!
Reminders**

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 Join me at a training!
 Upcoming: 2-Day Intensive for Educators May 5-7, 2020




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Transforming Your Classroom through Connection and Resilience

- *Where Wellness Meets Education, Innovation, & Collaboration*
- This 2-Day Intensive that will transform your relationships with students and families while shifting the culture of your classroom
- May 5-7, 2021
- Pre-Conference Waived for YOU



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