

**Putting Ourselves into the Story:
Promoting Resilience for Children Who are DHH and their Families**

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#changethestory

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#EHDI2020

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I'm reading and re-reading (AKA presentation references):

- Bartlett, J. D., Smith, S., & Bringewatt, E. (2017). *Helping young children who have experienced trauma: Policies and strategies for early care and education*.
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- Seok, D., Murphey, D., & Abdi, F. (2019). Children with special health care needs are more likely to have adverse childhood experiences. *Child Trends*. Retrieved from: <https://www.childtrends.org/children-with-special-health-care-needs-are-more-likely-to-have-adverse-childhood-experiences>
- Shonkoff, J. P., Garner, A. S., Health, T. C. on P. A. of C. and F., Childhood, C. on E., Adoption, Care, A. D., Pediatrics, A. S. on D. and B., Siegel, B. S., Dobbins, M. I., Earls, M. F., Garner, A. S., McGuinn, L., Pascoe, J., & Wood, D. L. (2012). The Lifelong Effects of Early Childhood Adversity and Toxic Stress. *Pediatrics*, *129*(1), e232–e246. <https://doi.org/10.1542/peds.2011-2663>
- Suskind, D. L., Leffel, K. R., Graf, E., Hernandez, M. W., Gunderson, E. A., Sapolich, S. G., Suskind, E., Leininger, L., Goldin-Meadow, S., & Levine, S. C. (2016). A parent-directed language intervention for children of low socioeconomic status: A randomized controlled pilot study. *Journal of Child Language*, *43*(2), 366–406.
- Voss, J. M., & Lenihan, S. (2016). Professional Competence to Promote Resilience for Children Living in Poverty. *Journal of Early Hearing Detection and Intervention*, *1*(1), 34–56.
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I'm wondering:

- Who holds power in our EHDI systems?
 - Who needs to be in a main role, but isn't?
 - Who needs to fade into the background, but won't?
 - How can I center the learners who are DHH, their caregivers, family members to a greater extent?
- What role do I play? Who are the characters (heroes and villains) with whom I interact?
 - Which single stories do I hold?
 - What single stories are held about me? My corner of the system?
 - What stories do I most want to re-write?
- Can I capitalize on any moments of cognitive and emotional dissonance – or disorganization – to identify the next emergent opportunity to improve our systems, processes, relationships, and interactions? Am I in one of those moments now?
 - What work do we need to do as individuals?
 - What aspects of our systems need improvement – or entire dismantling and rebuilding?
- Where can I be a threat to inequity? What is/are my sphere(s) of influence?
 - Can I influence: Other parents earlier on their journey? Other professionals – through interprofessional practice? Physicians? Data management systems? Budgets? Parenting skills? Parent-child attachment? Communication interactions? Peer relationships? Self-efficacy?



I'm reflecting on:

- BOTH/AND – Things can be *both* working for some, *and* not for others. I can be *both* a competent professional, *and* have room for improving my knowledge and skills. I can have *both* good intent, *and* say/do things that have unintended impacts.
- Restorative Questions from [Partnership for Resilience](#)
 - What was your role in what happened?
 - What were you thinking at the time?
 - What have you thought about since?
 - Who do you think has been affected? How?
 - What do you need to do to make things as right as possible?
 - How can we make sure this doesn't happen again?
 - What support do you need?
- Actionable ways to protect children - [Observe, Understand and Respond: The OUR Children's Safety Project](#)
- DATA, DATA, DATA - [2019 Annie E Casey Kids Count Data Book](#)
- ACES Too High - <https://acestoohigh.com/got-your-ace-score/> and www.rwjf.org/aces
- Applications of [Effective Practices](#) (Voss & Lenihan, 2015), and associated strategies, to foster resilience and to maximize development of children who are DHH:
 - Identify personal bias;
 - Build relationships;
 - Assess family needs;
 - Provide resources and support;
 - Increase awareness and advocate;
 - Educate families on quality instruction;



I'm watching and listening to:

Health Equity Works and 9 Network: [Two Lives of Jasmine](#)

Chimamanda Adichie: [Danger of a Single Story](#)

Dr. Burke-Harris give us a [Call to Action](#) via Robert Wood Johnson Foundation

Lee Mun Wah, [Stir Fry Seminars](#) – innovative tools for diversity training

Center on the Developing Child at Harvard University: [Toxic Stress](#)

[Dr. Marian Wright Edelman](#), Founder of the Children's Defense Fund

Dr. Paul Gorski, [Equity Literacy Institute](#)