



MODULE IV - UNIT 3

**FAMILY-CENTERED AND
CHILD-CENTERED CARE AGE 3-9**
INSTRUCTOR'S GUIDE

Estimated time for unit: 1.25 hours

1. Goals

- a) Name two child-based rights as recognized by the United Nations
- b) Define and give an example of Theory of Mind, narrative play, and self-determination
- c) Demonstrate the use of the My World tool

2. Concepts to master

- The United Nations Convention on the Right of the Child recognizes children's rights to express their opinions and feelings about issues that affect them, including health care.
- The second stage of the "Centeredness Continuum" introduces a blending of Family-Centered and Child-Centered Care (ages 3-9). Including children in their care requires basic understanding of child development, including Theory of Mind, narrative play, and self-determination.
- My World was designed for young children to support these developmental processes.

3. Reading/preparation

- View video *You Feel Like You're the Bad Guy* and be prepared to compare the parent's experiences to core principles of family-centered care:
 - Information sharing
 - Respect for diversity and cultural beliefs
 - Partnership and collaboration
 - Negotiation
 - Care in context of family and community

4. Lectures

Family-Centered and Child-Centered Care (age 3-9)

In this unit, we begin to extend our consideration of "centered" care by adding child-centeredness to family-centered care. The United Nations Convention on the Rights of the Child supports our efforts to engage children in their care in developmentally meaningful ways. Classic theoretical foundations from the field of Child Development are reviewed: Theory of Mind, narrative play, and self-determination.

A video demonstrating use of the My World tool, based on these theories, provides an observation/reporting opportunity, and is followed by a brief hands-on role-playing experience.

5. Activity

Activity #1: Homework report: You Feel like You're the Bad Guy

The parent's report provides teaching moments regarding the five core principles of family-centered care. Ask students to use their notes for the discussion, and add these points if needed:

- Information sharing
- Informed by letter regarding CMV diagnosis
- Information usually very helpful but processes could be better (min. 14:47)
- Respect for diversity and cultural beliefs
- Pressure not to sign even though it felt right for family (min. 15:00)
- Partnership and collaboration
- Could "7-8 appointments in one week" have been managed more efficiently?
- "Sometimes it doesn't feel like the child is yours, someone telling you what to do all the time"
- "Don't make parents feel guilty when they are managing so many things"
- Negotiation
- "We need to get referred for an implant... Just tell them, 'sort it out' and they won't do it. If I didn't fight for him, there'd be no way he'd get implanted"
- "It's shouldn't be that hard, it's not fair"
- Care in context of family and community
- "Trying to find the time when you've got two kids"
- "Offer for a counseling appointment would have made a world of difference"
- "Just enjoy your child"

Activity #2: Observation skills

The video entitled Ashlynn and Eileen demonstrates use of the My World tool. Students will view video and take notes with specific objectives: to identify opportunities to engage child, support ToM development, narrative play skills, and/or self-determination skills. Discussion of observations could include:

- Opportunities to engage child
- Invitation to decide on avatars and environment (trampoline)
- Support ToM development
- Does Sophia ever have something important to tell you?
- What if sister Kayla was sad, what would help her?
- Narrative play skills
- First plan (knock kids over) not OK, another choice: move away
- Self-determination skills
- Encouraging options, alternatives

Activity #3: Roleplay using My World tool

The instructor will provide copies of tool materials. Each group will need one environment, a few figures, and accessories.

The role play should be limited to ~10 minutes to give learners enough time to collect data for the follow-up question: what insights did the small group format provide?

Small groups allow for (sample responses):

- Working as a team to problem solve
- Hearing about thoughts, opinions and strategies that you would not necessarily have thought of yourself
- Empathizing with others' view and experiences
- Being able to practice for situations that will occur in the real world
- Being able to think about situations that are not in your direct world

6. Homework

- Read Smith & Wolfe (2019), Supporting Theory of Mind Development https://journals.lww.com/thehearingjournal/Fulltext/2019/05000/Supporting_Theory_of_Mind_Development.4.aspx
- Be prepared to describe concerns regarding ToM development among children with hearing loss, and authors' recommendations