Social Worker Perspective: Bridging the Gap Between Clinic and Community

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March 12, 2018

Conference: Twist & Turns: The Social Emotional Impact of Hearing Loss
• Employed by the University of Miami.
• No other relevant financial or personal conflict of interest.
Objectives

- Discuss how the family’s interaction with the environment can affect social-emotional development
- Review the risk and protective factors of families with hearing loss
- Review the importance of self-care to prevent compassion fatigue
- Discuss activities that foster social emotional wellbeing
Bridging the Gap
Person-in-Environment Theory

• Social work guiding principle

• Seeks to understand the individual’s behaviors in light of the environmental context in which that individual lives/operates in

• Builds from Bronfenbrenner’s Ecological Perspective

(Kondrat, 2013)
Where can we start?

“Meeting the family whey they are at”
Social-Emotional Developmental Stages

Birth to Five
- Primary attachments
  - caregivers & their environment
- Ideal of a safe/unsafe world develops
- Communication Development window
Social-Emotional Developmental Stages

Six to Twelve
- Interaction with a more complex social-system (teachers, peers, other social groups)
- A sense of self-esteem and self-efficacy becomes more developed
Social-Emotional Developmental Stages

Adolescence and Up

- Increased self-awareness with physical appearance
- Peer group selections
- Identity formation
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True or False ??

FALSE

Hearing loss alone is a risk factor for increased caregiver stress.
Hearing loss **alone** is not a risk factor for increased caregiver stress. **Other combinations** of risk and protective factors in each family predict stress.
Risk and Protective Factors

Risk to Social Emotional Development

- Children with additional exceptionalities
- Income levels/level of resources
- Limited support network
- Children with behavioral difficulties
- Communication barriers

Protective/Resilience Factors

- Parent’s cognitive appraisal of their caregiving abilities
- Family support (such as multiple caregivers in a home)
- Secured attachments with the children
- Ongoing access to education/information with regards to their child’s health

(Quittner, Baker, Cruz, et al, 2010; Pipp-Siegel, Sedey & Yoshinaga-Itano, 2002; Plant & Sanders, 2007; Center on the Developing Child at Harvard University, 2015)
As providers what else can we do?
First- Accept “What Is”

- Every family has their own process
- What you do is important
Second- Know Your Limits

• Prevent Compassion Fatigue
  - Chronic stress and tension from the preoccupation with the suffering/challenges of those being helped
  
  Compassionfatigue.org

  - Signs: Chronic physical & emotional exhaustion, irritability, depersonalization, poor job satisfaction
Third- Practice ‘Self-Care’

- Self Care
  - Build & use a support network
  - Reduce work stress
  - Self-Awareness (‘know yourself’)
  - Maintain Balance

(Badger, 2008)
Activities that Foster Social Emotional Wellness

• Peer Support Groups for the Children
  
  - Study in Finland with children with hearing loss (ages 7-17) found that peer groups improved children’s coping skills and social skills competence. (Lasanen, Määttä & Uusiautti, 2017)

• Parent Educational & Support Groups
  
  - Study in L.A. showed that parents with children with hearing loss who attended an after school program in the inner city showed higher levels involvement in their child’s treatment. (Christie, 2003)
Some Activities/Programs in the Community

The CARE Project
Johnnie Sexton, Founder and Executive Director
johnnie@thecareproject.com
919-606-2851
716 Staley Court
Raleigh, NC 27609

The CARE Project Retreats

UNIVERSITY OF MIAMI EAR INSTITUTE
Spring Earstravaganza

(Ven a conocer a otras familias, diviértase mucho, comida y dulces deliciosos! Participar en actividades interactivas para desarrollar las habilidades de escuchar y vocabulario de su hijo(a).

- Juegos para buscar huevos
- Baile de conejos
- ¡Mucho más!

14 de marzo 2018
6:00 – 8:00 p.m.
1120 NW 14 Street, 5th Floor
Miami, FL 33136

Para reservar, comuníquese con Dani Font a 305-243-1484 o dfont@med.miami.edu

DEAF AND ASL

UNIVERSITY OF MIAMI EAR INSTITUTE

DEAF COFFEE SOCIAL
STARBUCKS
511 NW 7TH STREET
MIAMI, FL 33136
EVERY 1ST FRIDAY OF THE MONTH
7 PM – 11 PM
*FREE ENTRY*

- JANUARY 6, 2017
- FEBRUARY 3, 2017
- MARCH 3, 2017
- APRIL 7, 2017
- MAY 5, 2017
- JUNE 2, 2017
- JULY 7, 2017
- AUGUST 4, 2017
- SEPTEMBER 1, 2017
- OCTOBER 6, 2017
- NOVEMBER 3, 2017
- DECEMBER 1, 2017
Additional Resources

Birth to Five
- Early Steps Evaluation
- Therapies (as needed), including: A.V.T, O.T., P.T.
- Parenting Support Networks
- Parenting Classes
- Baby & Me Workshops
- Community Social Gatherings

Six to Twelve
- FDLRS- Child Find
- Proper Parent Education on programs & school (IEP) process
- Deaf Family Literacy Academy
- All Kids Included Program
- Creative Learning and Play Program
- Big Brothers, Big Sisters

Adolescence and Up
- A.G. Bell LOFT program
- Shake-a-Leg Program
- Vocational-Rehabilitation

UM-Mailman Center for Child Development’s Family Navigator Program
305-243-5330

More resources in your goodie bags 😊


Lasanen, M. Maatta, K., & Uuslautti, s. (2017). ‘I am not alone’—an ethnographic research on the peer support among northern-Finnish children with hearing loss. Early Child Development and Care, 1-16


THANK YOU

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