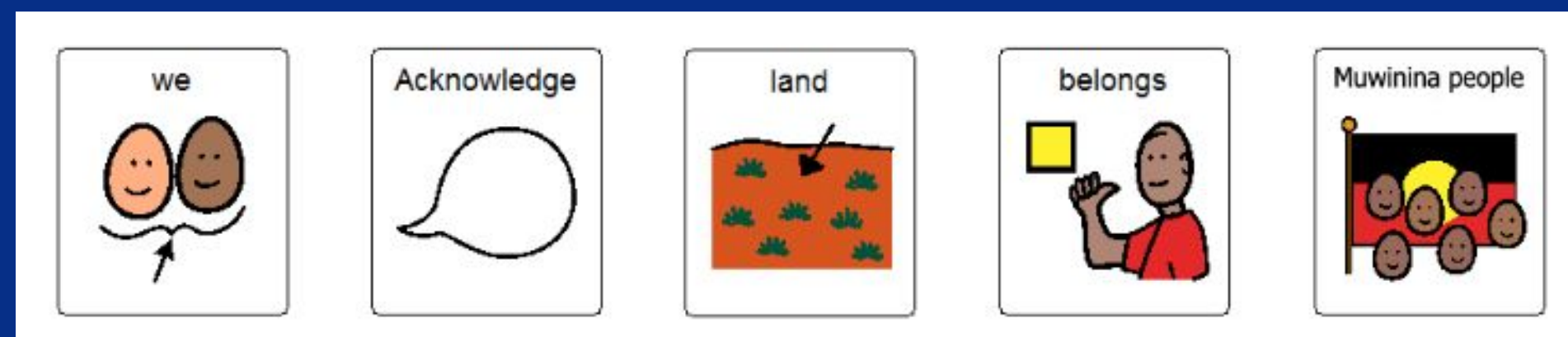


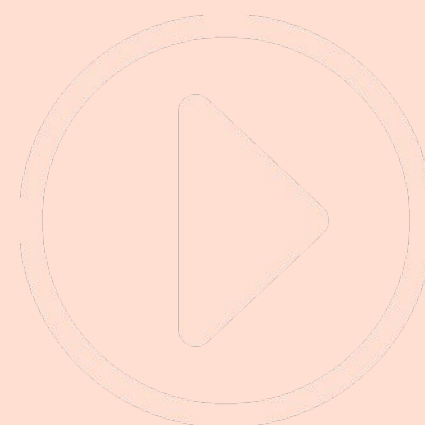
# Talking about the important stuff!

Building the capacity of children with CCN and their key communication partners to have conversations to enable emotional well-being and self-advocacy.

Presented by: Margie Charlesworth & Janelle Sampson

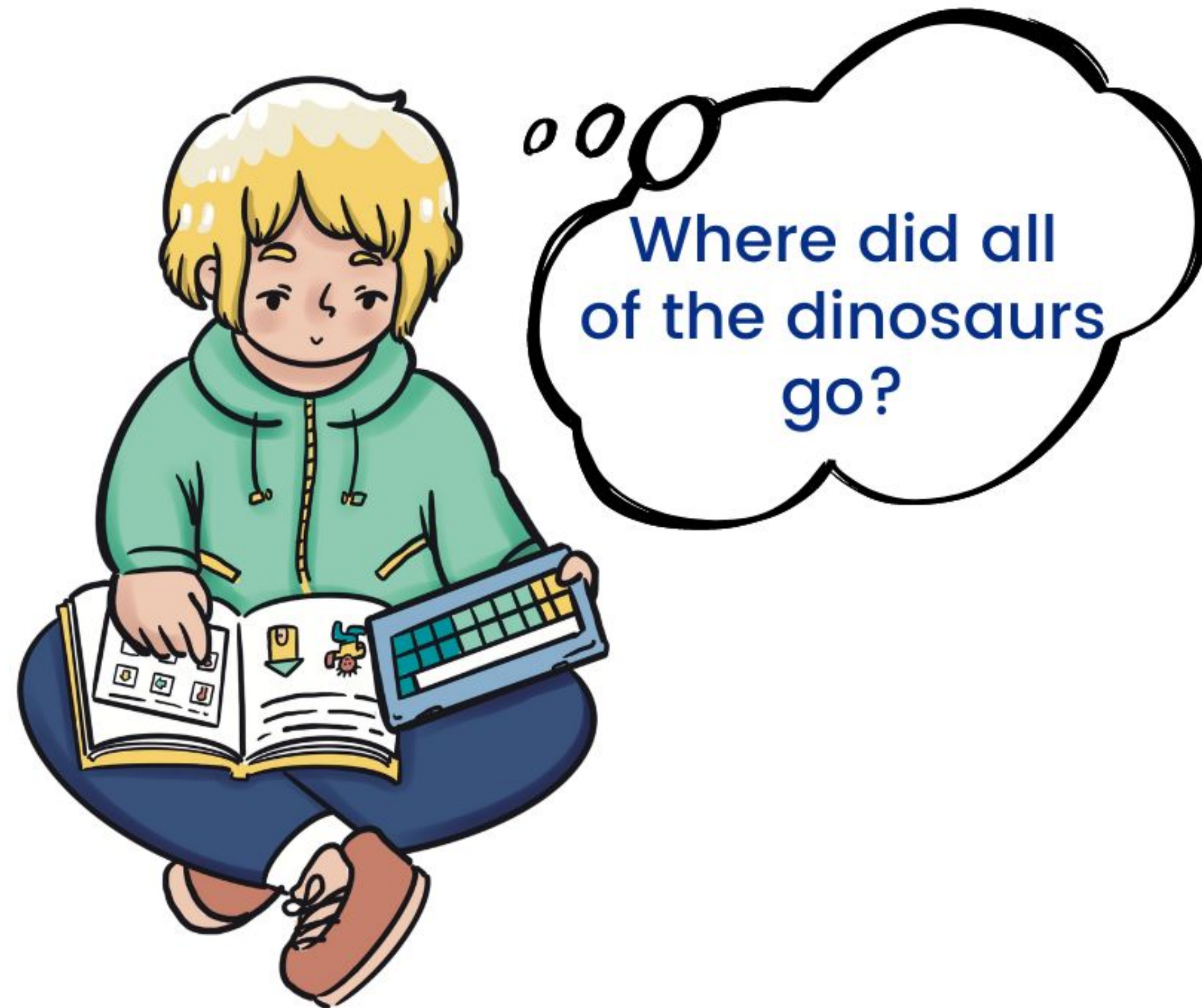


**The importance of  
conversations.**



# QUESTIONS LIKE...

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# QUESTIONS LIKE...

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# QUESTIONS LIKE...

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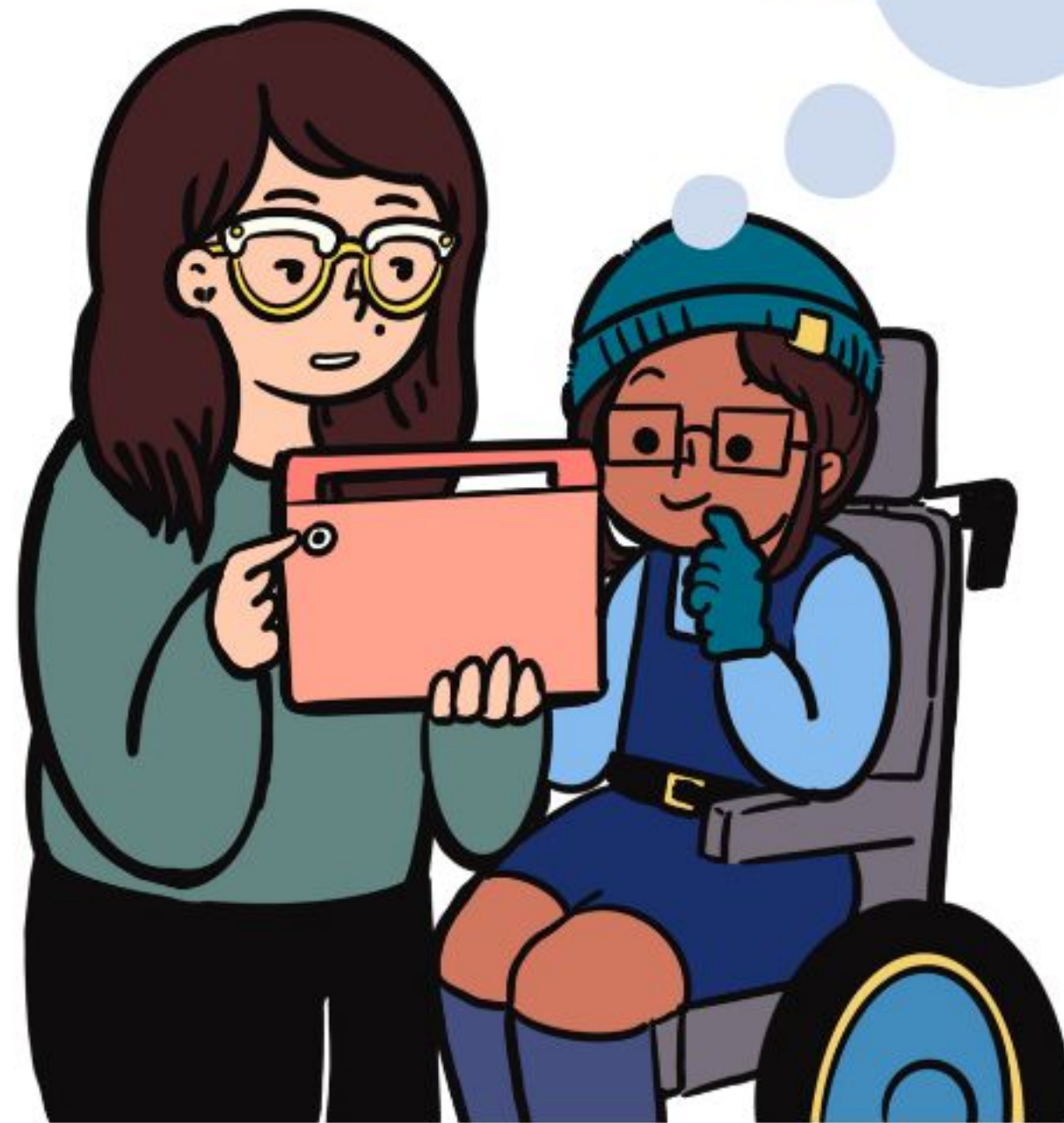




# QUESTIONS LIKE...

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What happens  
when you die?



Just because children with ccn, cannot  
ask their questions at will - does not mean  
the questions aren't there!

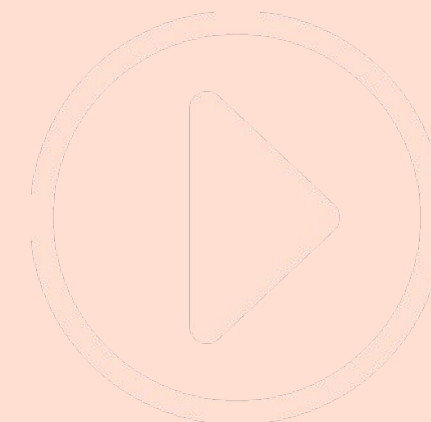
# IMPORTANCE OF CONVERSATIONS

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- Opportunity to learn
- Form our own ideas, opinions and beliefs



# About the program



# TALKING ABOUT THE IMPORTANT STUFF

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- encouraging parents of children with CCN to talk with their children about stuff
- “Stuff” = those ad hoc and random questions that children have, and ask over and over again, until they feel like the conversation has been resolved.
- Help children with CCN find their voice
- Help parents to feel confident to start the conversation.
- We need to prepare all of our children for life experiences, including those with CCN

# TALKING ABOUT THE IMPORTANT STUFF

---

- Sometimes children with CCN miss out on important conversations and information.
- Sometimes they hear too much.
- Conversations help to understand and predict what might happen.
- Asking questions helps children to get the information they need to feel ok.
- Do children with CCN get the same opportunities?



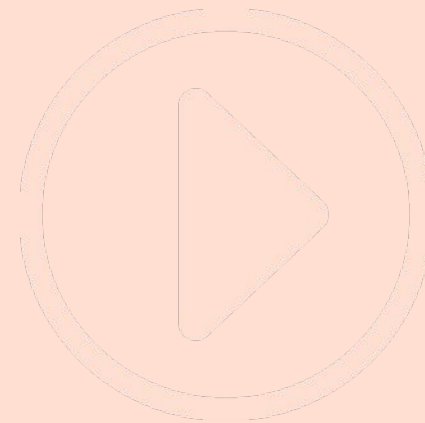
# TALKING ABOUT THE IMPORTANT STUFF

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- The TAIS project is about allowing kids with CCN the opportunity to chat about anything at any time.
- We need to prepare children of any ability, for everything and anything that life throws at them.
- To not do this for children with CCN, is robbing them of the opportunity to learn life's lessons, and to grow into the life that they want for themselves.

So what do 'we' know?

Literature review and  
surveys.



# Emotional competence

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“the demonstration of self-efficacy in emotion-eliciting transactions”  
(Saarni et al (2007))

- includes recognition, expression and regulation of emotions.
- plays a critical role in social communication.

Emotional competence is important for:

**academic-competence**

attention-to-tasks

ethics

**conflict-resolution**

social-skills

self-advocacy

motivation-to-learn

**social-adaptation**

Trentacost & Izard, (2007); Rangel-Rodriguez, et al., (2021)



# Emotion Regulation

ER is how we cope with heightened levels of positive and negative emotions (Kopp, 1989)

- Infants – emotions ‘interpreted’ by caregivers,
- Over time they learn to use their body and later their language and cognition to
  - regulate themselves,
  - manipulate the situation
  - or planful emotional regulation.” (Kopp, 1989).
- Consider how we enable children with CCN to do this in the absence of age appropriate expressive language
  - self talk,
  - directing care
  - their use of directive language/vocabulary
  - giving explanations
  - autonomy and independence in communication



“an ability to manage one’s emotions  
presupposes that emotional competencies  
at earlier levels are achieved.”

(Blackstone and Wilkins, 2009)

# Emotional development

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Starts with parents/caregivers – no substitute

Later peers become more influential due to shared perspectives and experiences

- importance of socialisation with peers/social networks.

ED is intertwined with many other aspects of development

- Eg. Independent movement can enable learning

Cultural and individualised. Eg. embarrassment, fear, envy

Develop through talking about them **within a person's own life experiences and with those who influence them.**





# The importance of language

“language can be no more removed from emotion, than flour can be removed from an already baked cake”

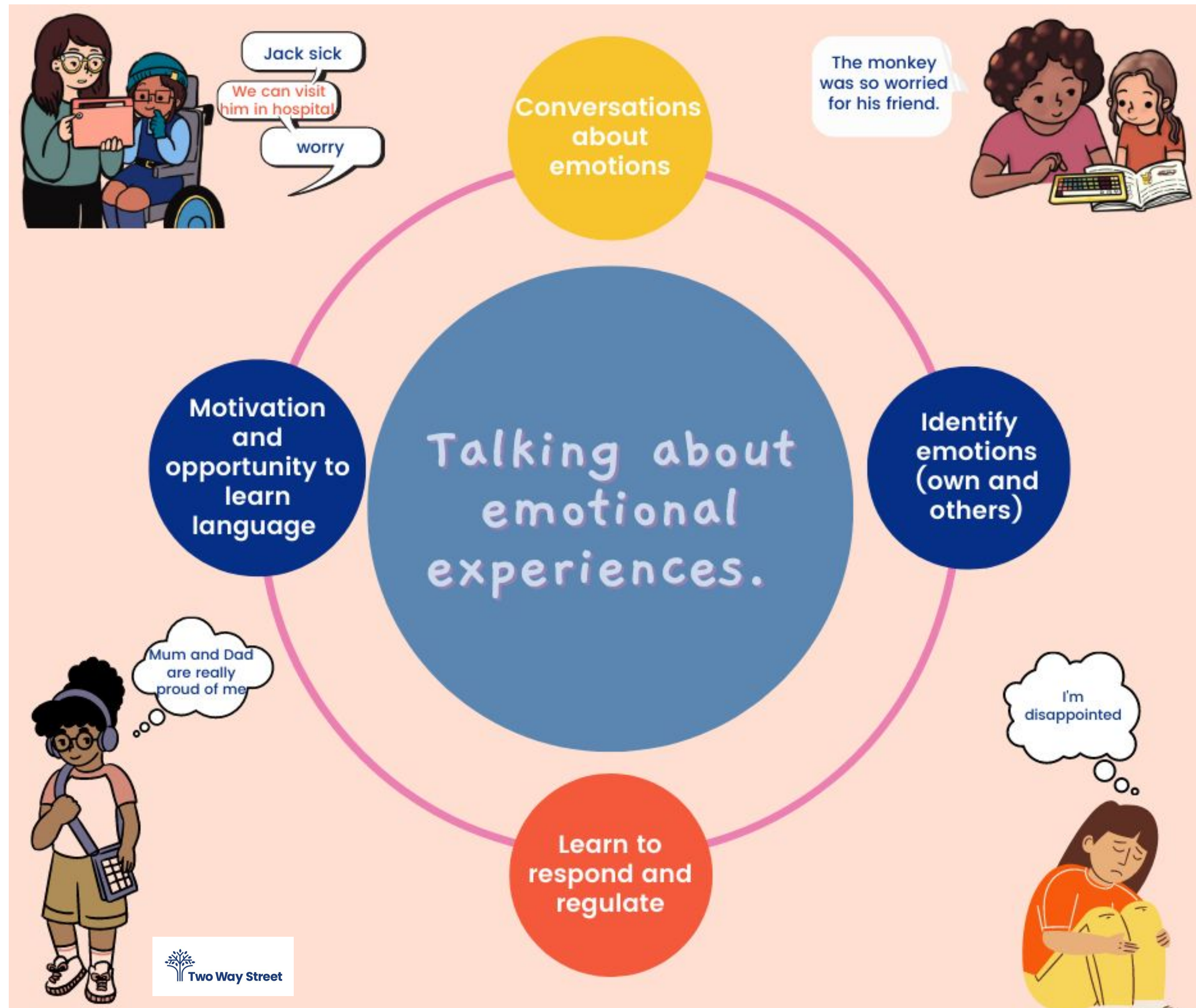
(Lindquist, 2009)

The development of emotional competencies and the development of communication and language is a



**Two Way Street**







# Challenges for parents of children with CCN

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- Reduced emotion talk
- Less prompts – more guesswork
- Alternate modes of expression
- Reliance on others
  - physical
  - others to interpret their expression of feelings



“this dependence does not support healthy emotional development or the development of communicative and emotional competencies”

(Blackstone and Wilkins, 2009)

# Considerations for people with CCN

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*Key components to both language and emotional learning.*

- *early introduction*
- *a well designed and efficient language system*
- *environmentally based interventions that embed emotion related interactions into everyday routines and interactions where children and their communication partners engage in conversations about emotions*
- *vocabulary is also available to talk about:*
  - *the reasons for the emotion and*
  - *responses to them*

Key themes for  
strategies and activities





# Setting the scene

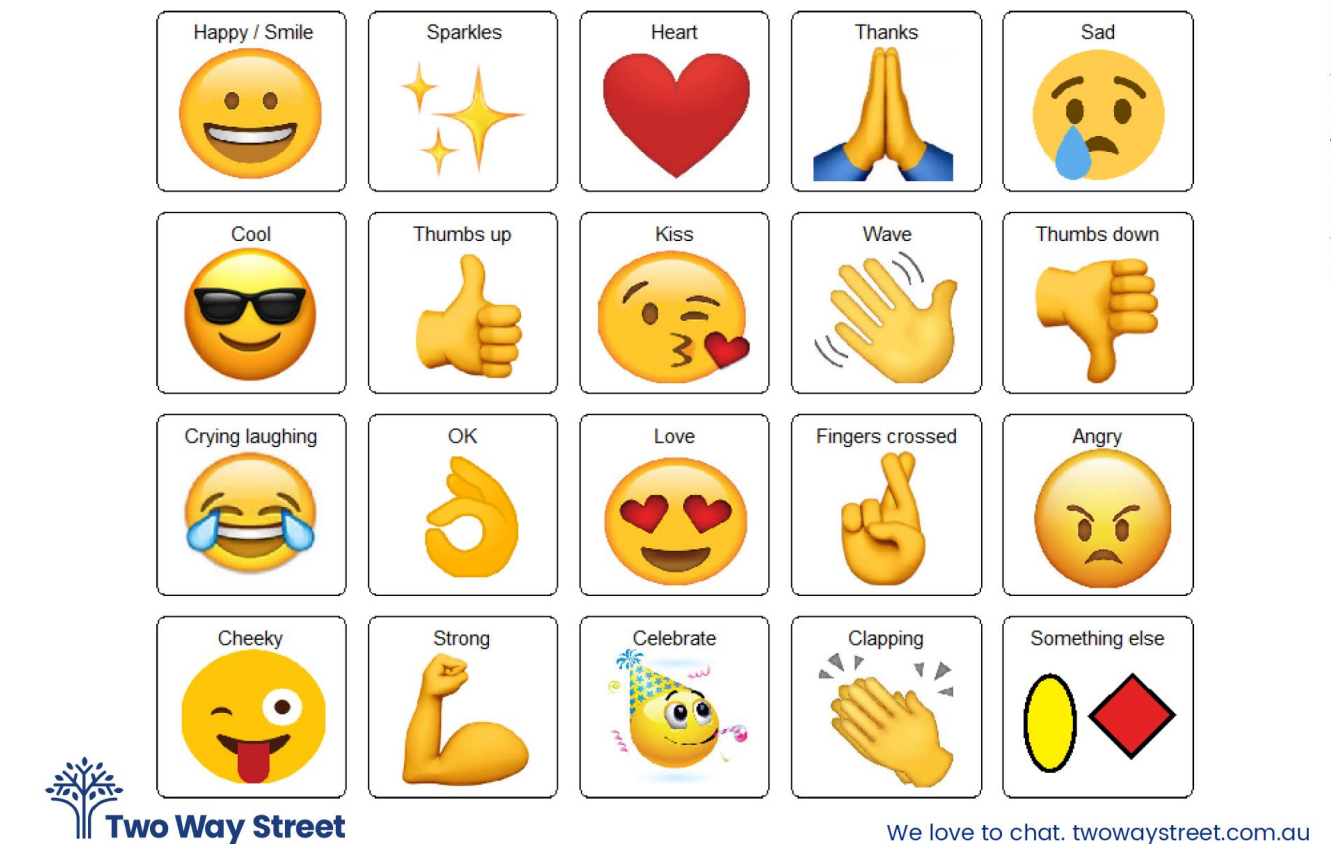
1. Create a supportive environment
2. Talk about stuff
3. Listen to more than just words.



# Create learning opportunities

1. Teach more than just words.
2. Make vocabulary available.
3. Be strategic (e.g. Rating scales, phrases, etc)
4. Aided Language stimulation/ modelling
5. Scaffolding and co-construction  
(meaning making)
  1. Notice and create triggers
  2. Teach self talk

Emoticons Chat - Use in person, text messages, or to sign a card



What did you think? ☐ ?

1 = Bad 	2 = Not so good 	3 = OK 	4 = Good 	5 = Great 
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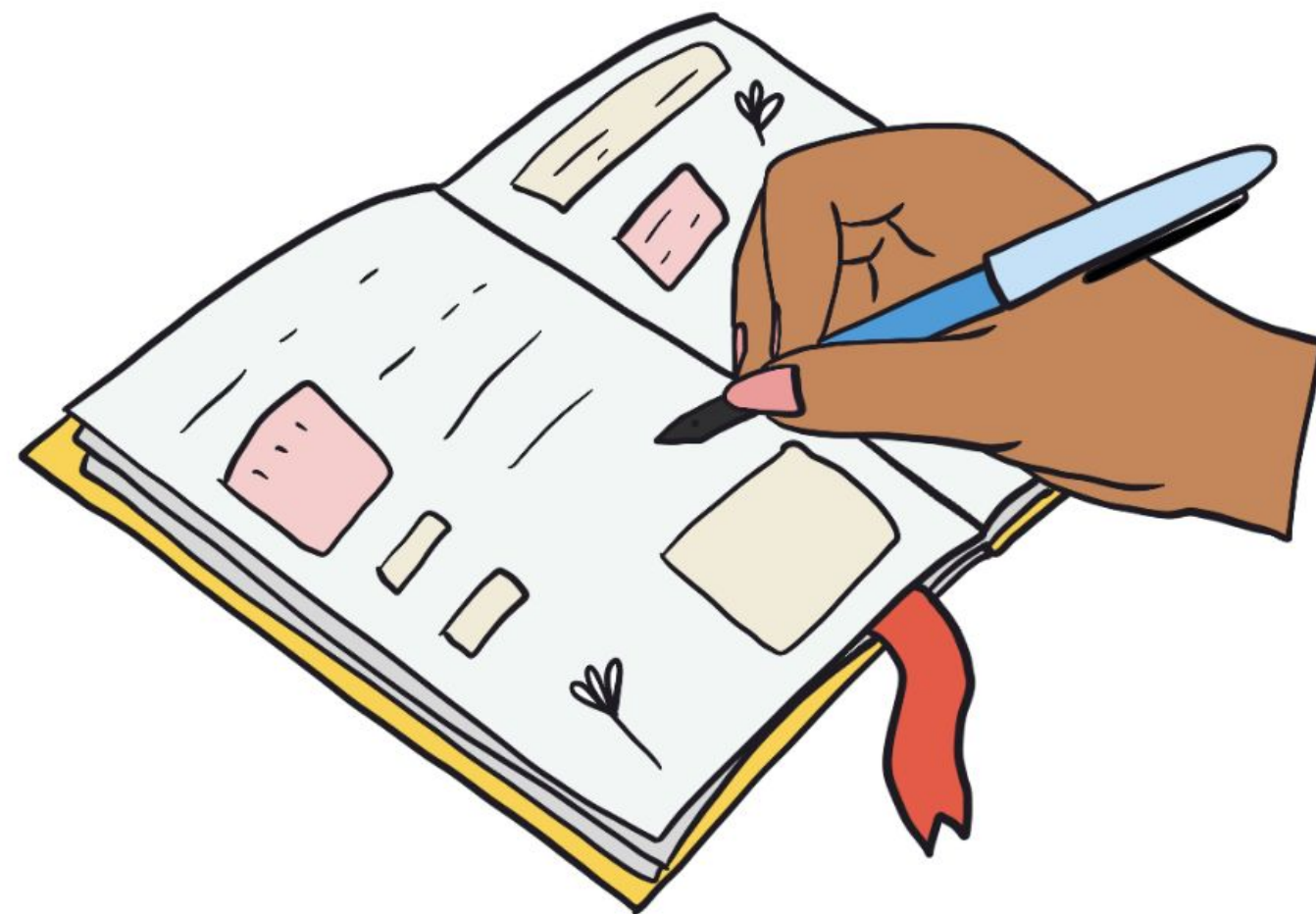
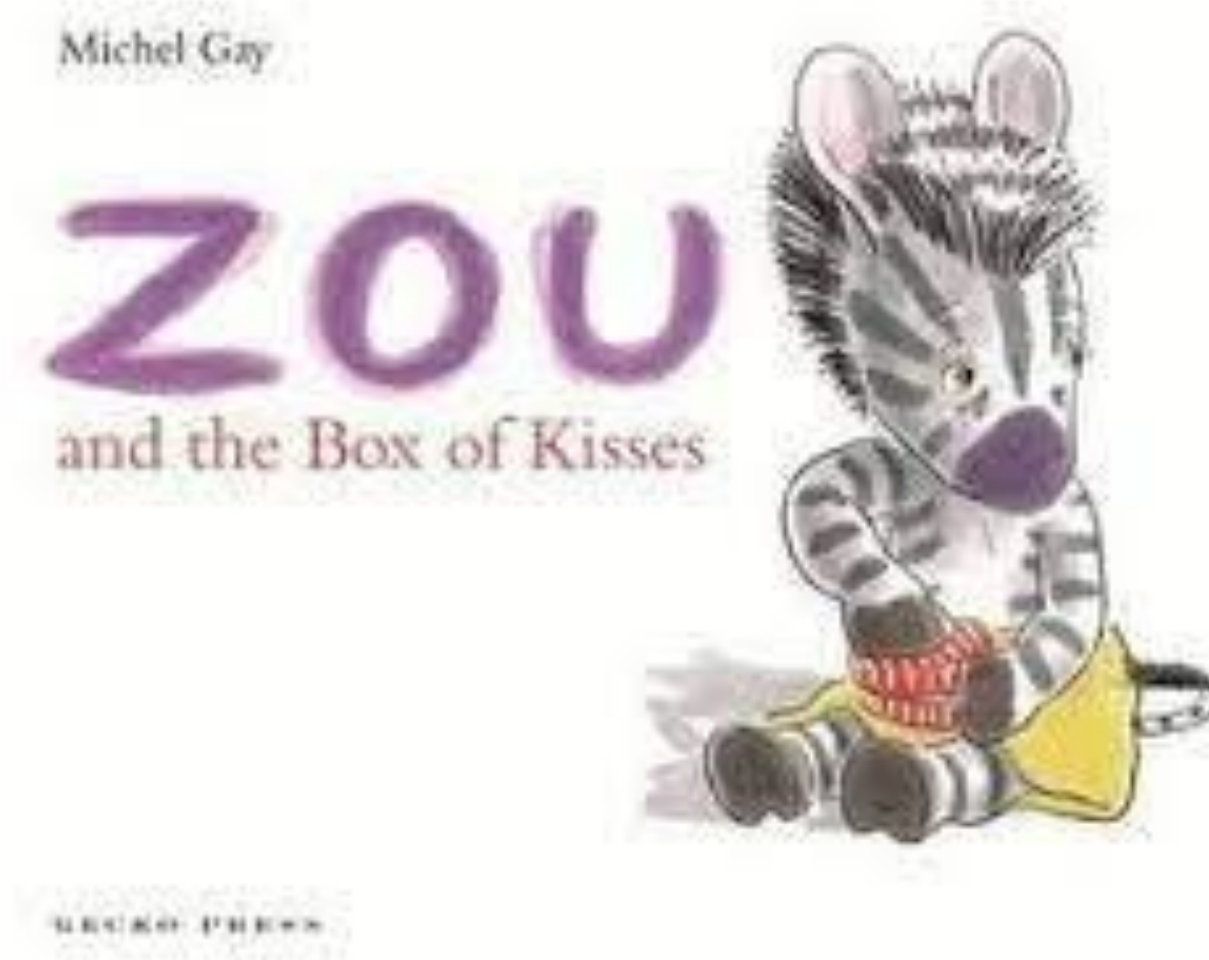
Two Way Street We love to chat: twowaystreet.com.au Rating Scale



# Play / activities

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1. Use play and stories
2. Letter writing/ journalling



# General concepts

1. Promote independence
2. Inclusion
3. Sharing with others (respectfully)
4. Building processes around understanding emotional competence into our practice (eg. EDEC tool)
5. Including stories shared by people with lived experience





“When I was a child, bed time and dinner time chats were big in my family. I remember a lot of laughing! One example was when I got new hearing aids and my brother asked for Milo, and I got the giggles and typed 'Milo', I heard what he said and I was so excited. My family jumped around the living room. I can remember mum saying 'YAY!'. It was important because it made me feel close to my family.

Adult AAC Communicator.

“My youngest child had to have a phone removed from her because she was throwing it onto the floor (and laughing). She didn’t understand why the phone was taken and became very distressed and had a meltdown. As I sat with her while she calmed I used her Podd app to write simple sentences about why she was sad. I wrote “D is sad and angry because Mummy took the phone. Mummy is sorry that D is sad but we don’t want the phone to be broken. I am feeling so sad that I need to have a big cry and then maybe a cuddle with Mum when I am ready”. When D had regulated enough she listened to this message a lot. She saved it into her saved messages and revisits it often along with other messages we have written together. I am hoping the modelling of emotions and simple strategies to support her regulations helps her to one day write her own messages or have an internal voice and strategies to manage her own big feelings.”

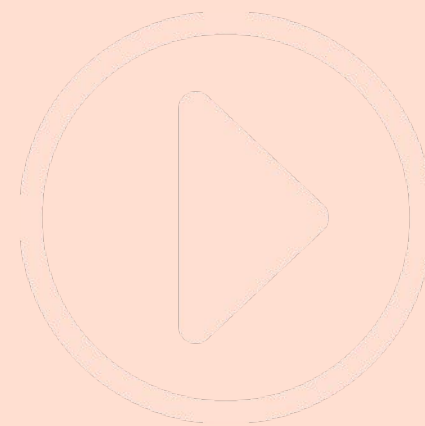
Parent of 2 children and one teenager with CCN

*Talking about dreams and goals with your family:*

“I wanted to go university, I wanted to travel around Australia and overseas. I used my communication device to say “me too” when other people talk about travel.”

Adult AAC Communicator.

Where to from here?





# 2023

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Free online course to be released in early 2023.

[www.twowaystreet.com.au](http://www.twowaystreet.com.au)

Includes:

Learning about ED, ER and EC

Reflection activities to ensure they are individualised.

and...

# After that

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## Online learning & products

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Filter by: [Online Learning](#) | [Products](#) | [Workshops](#)

### Additional modules around:

- Talking about events and interesting things
- Talking about dreams, goals and passions – When I grow up....
- Communicating self care needs / directing care
- Talking about health, medical and hospitals
- Remembering and celebrating successes
- Talking about scary and sad things

# Thanks for listening

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**LinkedIn:** [linkedin.com/company/twowayst](https://linkedin.com/company/twowayst)

