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| **#** | **Script & Directions**  **Directions are in bold and italics.**  Script to read is in “quotation marks” |
| 1 | ***Stop Screen Share of PowerPoint. Screen Share website for ncfamliynavigation.org***  “For the next little bit, I will be sharing the website and the decision tree model that can be used with any family who may have concerns about their child, is simply interested in monitoring their child’s development, or has already had their child evaluated. Once we have reviewed the site and decision tree, I am going to walk you through a case example.” |
| 2 | ***Scroll Over the Screen***  “This is the landing page of the website for the NC Navigating Care Project. Because many websites that families interact with regarding their children tend to be text heavy, the project has tried to share information about the website through short blurbs and with videos. Let’s look at the introductory video now.”  ***Play Video on Landing Page*** |
| 3 | ***Scroll to Top of Page; Hover over the Drop Down Box with the Flag***  *“Before we review the tabs at the top, notice that we are viewing the home page in English. You can view the site in Spanish by using this drop down next to the flag icon in the upper right hand corner on any page on our website.”* |
| 4 | ***Click on the Flag Drop Down; Highlight Espanol***  *“You will notice the two options – English or Spanish – I am going to click Espanol to demonstrate what happens.”* |
| 5 | ***Scroll Down and Then Back Up to Show Entire Page***  *This page has been translated to Spanish. Once you choose a language, the contents of the site will remain in that language as you naviga*  *te along until you choose a different language.* |
| 6 | ***Click on the Globe; Highlight English***  *“For now, I am going to continue in English. Please feel free to open the site at ncfamilynavigation.org and follow along in Spanish if you prefer.”* |
| 7 | ***Hover over Individual Tabs as You Speak***  “Now, let’s review the tabs at the top.” |
| 8 | ***Hover over Who We Are Tab***  “The first tab lets you know who was involved in developing the website, including a list of the steering committee members.” |
| 9 | ***Click on the Who We Are Tab and Scroll Down to Steering Committee List***  “You can see this list covers many organizations and agencies plus family members who helped develop this comprehensive tool.” |
| 10 | ***Scroll Back to Top of Webpage. Hover over the Monitoring Development Tab***  “The second tab, Monitoring Development, is one place you can click to get to the decision tree, but we will come back to that in just a minute.” |
| 11 | ***Hover over Resources Tab, but Do Not Click***  “Under resources, we find information on services and supports based on six life domains. These are the domains, but we will wait on this part of the site and hear more about it later in the training.” |
| 12 | ***Hover over the Helpline***  “The website also has a Helpline Tab, which gives a list of what we call “Warm Handoffs”. |
| 13 | ***Click on Helpline to Open and Scroll Down***  "This information is for anytime the family or you want to call or click to go directly to an agency’s website. The table gives a glimpse to families AND navigators of these eight longstanding resource agencies who have a statewide presence for families.”  The list can also be useful for new people at your agency or those new to North Carolina resources. You can see that this section gives a list of ways each agency can support families. Finally, these agencies were involved in the website development and are aware of their status as a warm handoff touch point.” |
| 14 | ***Click on NCNC Logo to Return to Landing Page and Scroll Slowly Down Page***  “Scrolling down from the top of the page, you see a paragraph on the role of parenting and, below that, there are two sections.” |
| 15 | ***Stop at First Section on Page***  "If you click the ‘Get Started’ button here in this first section, it will send you to questions 1 and 2, where the navigator will have an opportunity to guide families through developmental milestones, identify concerns, and assess whether a child has been evaluated. If a navigator feels these questions are important at this time and the family agrees, that’s where they would start. You would click here and walk through the decision tree together. Or, you could click on ‘Monitoring Development’ on the tab at the top of the page, which we will do in just a moment.” |
| 16 | ***Scroll Down and Stop at Bottom Section of the Page***  “This last section takes you to question 3 and the resources and supports through the six life domains. Sometimes you will work with families who already have and agree with a diagnosis for their child and they are searching for resources. Navigators can help them do that by clicking the Find Resources button.” |
| 17 | ***Scroll to Top of the Website Page and Click on the Monitoring Development*** ***Tab***  “Let’s move back to the Monitoring Development Tab. When we click here, we are initially shown a brief overview of the gating questions that were referenced earlier and their purpose. When we click “View Questions” we will start the decision tree. Notice we have the option for English or Spanish here. Click on the one that works best for you and the family you are working with.” |
| 18 | ***Click View Questions***  “Once you begin using the Decision Tree, you might see a black screen with the option to resume or restart. This is intentional so that navigators and families can leave the Decision Tree and resume where they left off. For those with a black screen, click restart.” |
| 19 | ***Click Restart***  “If you’re starting for the first time, you will see this Legend page with a list of three icons which appear throughout the decision tree. The first one allows you to start over any time you need to. The second one (the icon with the person) takes you directly to the warm handoffs. The last one lets you know there are tip sheets available on some of the pages.” |
| 20 | ***Click Begin***  “Now, let’s enter the decision trees by clicking Begin. Here’s where we come to the three gating questions to help the navigator and family figure out where to start. Before we look at the questions, I want to point out the green writing you will see on this page and others. The website was written with a reading level that is widely accessible for all website visitors. These green phrases are here to provide a brief description of terms caregivers may hear throughout their child’s development. Highlighting these terms empowers families by improving their health literacy and giving them the knowledge they need to feel more confident talking with their providers at their medical home. Now, let’s look at the three gating questions, they are..” |
| 21 | ***Read the Questions on the Right Side of the Screen***  “Now, you can ask the family to choose which one is most applicable to their situation. For today, let’s say you’re meeting with a family who has some concerns about their child’s development, but has not had a formal evaluation. In this case you could start with Question 1 where you might help them figure out next steps.” |
| 22 | ***Click on the 1st Question***  “As you click each question or answer, the website will move you along to the next question in the decision tree. Notice that the questions sometimes give examples to assist families and navigators in choosing the best response for their situation. Because each family is different, there are always options on the right for different answers. For example, here the choices are (Yes; No or I’m not sure; I do not have concerns, but someone else does; and Yes and developmental screening has been done). Right now for this family they do have concerns, so we will click Yes.” |
| 23 | ***Click Yes***  “Before we answer the next question, did you notice the icon on top? You can click here to be taken straight to the list of warm hand offs. Some families may want to continue the decision tree, but others may prefer just to talk immediately to a warm hand off agency.” |
| 24 | ***Click Warm Handoff Icon***  “You see when I click on the Warm Handoff icon, there is another version of the support agencies. This table provides even more detail with their contact information and services they provide. Now, let’s return to our questions.” |
| 25 | ***Click X in the Top Right Corner of the Warm Handoff Page***  “The next question says, ‘Have you talked to your child’s doctor or nurse about these concerns?’ We bring up the doctor/nurse throughout the decision tree so we can remind families about being engaged with their provider and medical home to encourage good lines of communication. When asked, the family said they did bring up concerns with their doctor and the doctor had concerns too, so let’s click ‘Yes. I talked to my child’s doctor or nurse and we both have concerns.’ You can also mention it’s always a good idea to consult your provider.” |
| 26 | ***Click “Yes. I talked to my child’s doctor or nurse and we both have concerns.”***  “The next question asks, ‘Did your child’s doctor/nurse do a developmental screening?’ At this point, the family said the doctor did a developmental screening, so let’s click yes again.” |
| 27 | ***Click Yes***  “When we click Yes, you can see we have another question and another green word description, this time defining developmental delay. We also see that another icon we learned about has popped up. This icon is meant to let us know that there is a tip sheet available.” |
| 28 | ***Click Tip Sheet Icon***  “When we click the icon, another window opens, which is helpful because that means we will not lose where we were in our decision tree by choosing one of these icons. By the way, all the website links in the Guide take you to resources that are well vetted with consistently updated information. This one takes us to the NC Infant-Toddler Program website. Here, families and navigators will learn more about the Children’s Developmental Services Agency (CDSA) system and the North Carolina Infant and Toddler Program in case a positive screening occurs. If you are viewing the decision tree in Spanish, you will sometimes be directed to Tip Sheets or websites that are written in English. Almost all of these these websites and tip sheets will have an option for Spanish in the upper right hand corner, like this one or under the title, like a pdf that we will get to later.”    “Let’s close this website and get back to the decision tree.” |
| 29 | ***Go to the very top of your computer and you’ll see a tab for North Carolina Infant-Toddler Program. Click on the X To Close the Tip Sheet and Return to Decision Tree***  “Now we return to the question, ‘Did the results show a developmental concern for developmental delay?’ The family does say the doctor had concerns about development too, so let’s click ‘Yes.’” |
| 30 | ***Click Yes***  “When we click yes, we see there are more green words, this time to remind parents that all children should receive a routine autism screening at 18 and 24 months. Because of the increasing prevalence of autism diagnosis, we make sure to ask all families about autism characteristics when there are any developmental concerns. The tip sheet icons on this page take us to 3 different websites about identifying characteristics of ASD. I am going to click on the 3rd tip sheet to show you an example of a resource that can offer support for families who may have concerns about ASD.” |
| 31 | ***Click the 3rd Tip Sheet Icon labeled ‘Signs & Symptoms Tip Sheet’***  “This tip sheet can also help families who would benefit from resources in languages other than English. The tip sheet is from the CDC and tells us more about what Autism might look like or the signs and symptoms of Autism. You can click right here under the title to access a Spanish version of the same information. Now I am going to head back to the Decision Tree question.” |
| 32 | ***Close CDC Website and return to Decision Tree***  “For the question, ‘Are you or your child’s doctor or nurse concerned that your child has behaviors that may suggest autism?’ The family said that their child’s childcare provider had mentioned ASD, so let’s click ‘Yes.’ |
| 33 | ***Click Yes***  “Now we are asked ‘Did your child’s doctor or nurse screen for autism?’ This is another way to help families recognize this could be a next step to follow when there are autism concerns. Let’s assume the family says yes because they brought up the doctor’s and care provider’s concerns.” |
| 34 | ***Click on Yes***  “Now, the green words give families a description of Autism and the tip sheet icon will take us to the Autism Society of North Carolina (or ASNC) website to see another local resource and some statistics regarding autism.” |
| 35 | ***Click on the Tip Sheet and Slowly Scroll Down the Sheet***  “Looking at the ASNC website gives families the ability to see a local organization and statistics regarding autism. To show how we count on website links to get updated, this one has already been updated to reflect the recent ASD changes to published statistics. Now let’s close this website and return to the Decision Tree” |
| 36 | ***Close this Tip Sheet and Return to the Decision Tree***  “Back in the decision tree, we are asked if the findings of the screening showed a concern for Autism. Let’s click Yes, because the family said the screening showed some characteristics of ASD.” |
| 37 | ***Click “Yes”***  “Here we find more green writing and more opportunities for tip sheets about developmental evaluations and developmental delays. The next question asks, ‘Did your child’s doctor or nurse suggest you seek an evaluation?’ The Mom at this point begins to cry and says the doctor said let’s wait a bit to refer him. However, the parents are anxious to follow through, so let’s click ‘No, but I would like to seek an evaluation’. We know sometimes this difference of opinion happens, as medical professionals may not be familiar with early signs of ASD and may want to wait to refer. So let’s click ‘No, but I would like to seek an evaluation’ and see how we could support this family in seeking an evaluation.” |
| 38 | ***Click ‘No, but I would like to seek an evaluation.’***  “Choosing ‘No” will send us to information about the two service systems in NC and guidance on how to make a referral based on age. This section provides families with access to the information they would need to build their knowledge and to help them make an informed decision about how they want to proceed with an evaluation. If they choose to move forward with seeking an evaluation, there is contact information and directions for starting that process here.”  This point completes Question One.”  “Now speaking of evaluations, let’s head back and explore the Question 2 pathway that’s all about evaluations. We are going to get back to those gating questions by clicking on the ‘Monitoring Development’ tab in the upper left.” |
| 39 | **Click on the upper left tab “Monitoring Develop” that will allow you to start the gating questions over**  “Remember to get started, we will click ‘View Questions.’” |
| 40 | ***Click “View Questions”***  “And then on the black screen we will click Restart the Decision Tree Pathway by clicking Restart and then Begin.” |
| 41 | ***Click “Restart” and then “Begin”***  “We just walked down the pathway for Question 1 and explored the resources and options for families who have developmental or ASD concerns. Now let’s get a glimpse into what the pathway looks like for a family who has already had an evaluation by clicking here on Question 2, “Has your child already been evaluated?” |
| 42 | ***Click ‘Has your child already been evaluated?’***  “And because we have already seen several resources for Autism, let’s click yes for developmental concerns this time.” |
| 43 | ***Click ‘Yes, for developmental concerns’***  “Now the question is asking us, Do you have questions about your child’s evaluation or the diagnosis?” We know that so many families have questions at this point or they may identify questions in time. We also know that it is sometimes hard for families to move forward (for example, believe that their child has a disability, begin an intervention) if they still have questions about the evaluation or diagnosis. So, we have 3 really helpful Tip Sheets for both families and navigators focused on asking and answering those questions. Let’s click on, ‘What is a Disability Tip Sheet’” |
| 44 | ***Click on “What is a Disability” Tip Sheet Scroll down slowly to light green highlighted section “Related Conditions”***  “This link takes us to another CDC website that is a great starting point for understanding disability definitions and getting some common initial questions answered. This green section links to a variety of specific diagnoses and their hyperlinks will take you to information specific to those conditions. Now let’s close this Tip Sheet.” |
| 45 | ***Close this Tip Sheet and Click on ‘Tip Sheet for Navigators’ and Scroll Down to Show Areas Covered***  “The second tip sheet ‘For Navigators’ is a valuable resource as it helps navigators move through the sometimes-difficult waters of a family’s reaction to a diagnosis, which can look different for every family. This information is relevant and applicable across diagnoses – including developmental delay, hearing loss, Down syndrome, Fragile X, etc. Topics such as when a family does not agree with a diagnosis, or when they have questions about components of the evaluation are covered. Now let’s look briefly at the third tip sheet.” |
| 46 | ***Click on the Third Tip Sheet ‘Diagnosis Vs School Eligibility’***  “The third tip sheet can be useful when talking to families about knowing the difference between a school eligibility label and a medical diagnosis.”  “Now, once you have had time to talk with the family about their concerns about the evaluation and perhaps help them take some action (observe child with other children, talk to his childcare teachers, etc.), the family may be more ready to move ahead with the recommendations made for their child. This may be the time to guide them to Question 3: the Resource Section to help them identify services and supports they may need. But before we take a deeper dive into the Resources Section let’s think about a real-life scenario that you may face. For that we need to go back to start over.” |
| 47 | ***Click on the tab at the top of your browser ‘Monitoring Development’ and you’ll be ready to Click View Questions***  “Now, I want to show you how we can use this tool with a family who really doesn’t know if they should be concerned about their child’s development. Here’s the scenario: “**Marcie, a 20-year old, single mother is beginning to worry about her son Noah’s development. He just turned 2 and is her only child. She isn’t exactly sure what he should be doing at this age but wonders if he should have some words by now.** You and Marcie are going to sit side by side while you introduce her to the Family Navigation Guide and website. You would start by walking her through the first page of the website, but we won’t do that now. Then click on View Questions. |
| 48 | ***Click View Questions***  “We will restart this time because we are working with a new family. You would review the icons with Marcie, then click ‘Begin’. |
| 49 | **Click Begin**  “After reading the 3 gating questions to Marcie, you would click on the top question because we are most interested in tracking Noah’s development and helping Marcie learn the developmental milestones Noah should be reaching at two.” |
| 50 | ***Click the top Question about Concerns***  “Remember, Marcie doesn’t know what Noah should or should not be doing, so after you read together the four response options, we would click, “No or I’m not sure” and see what resources the decision tree can lead us to for Marcie and Noah.” |
| 51 | ***Click ‘No or I’m not sure’***  “This brings us to some wonderful information and resources that you can review with Marcie about what’s typical at each age of development. Let's click on Complete the Milestone Checklist to see what we could review with Marcie.” |
| 52 | ***Click "Complete a milestone checklist" and scroll down the page***  “You may want to look over this page to see what’s available. For now, we could help her compare Noah’s development to the milestone checklist for 2 years.” |
| 53 | **Click on the 2 Years on the left side of the page**  “Let’s take a minute to look through the milestone list with Marcie and talk about Noah’s development in these areas.” |
| 54 | **Close 2 Years Page**  “While still on the Milestones page, you may want to help Marcie download the Tracker app on her phone. On the right side of the page, you’ll see a place to view it and download it (but we won’t do that today). By guiding her to the app, you can help Marcie track Noah’s development. Now I am going to head back to the decision tree.” |
| 55 | ***Close out CDC Milestones Page***  ***Click Previous (Prev) Button Two Times***  “Now let’s imagine that we are back seeing Marcie for a follow up visit and here’s what’s new with her. Noah has started day care and his teachers have mentioned that he is quiet and likes to play by himself. They often report that Noah gets frustrated easily and has temper tantrums at times. Marcie has completed the CDC checklist in the milestone tracker app that she downloaded with you at your last visit. She noticed that Noah was not meeting all his speech and communication milestones. She tells you she wants to get him some help, but she doesn’t know what to say to their pediatrician.  Clearly things have changed a little bit for Marcie and Noah and now other people are having some concerns about Noah, too. So, we are going to go back to the gating questions and ask Marcie to ‘Pick the starting point that best applies to you and your child.’ Click on the top question again to indicate that Marcie and his teachers have concerns about Noah’s development.” |
| 56 | ***Click on the Top Question***  “Now we will click on Yes again, because there are concerns about Noah.” |
| 57 | ***Click Yes***  “And now the question asks, ‘Have you talked to the doctor?’ and after reading the response options, we will click ‘No, but I want to’ because that is what Marcie has shared with us at this particular visit.” |
| 58 | ***Click “No, but I want to.”***  “This step leads us to a resource that can help Marcie feel more confident and comfortable talking to Noah’s doctor – which is exactly what she needs to feel empowered to take additional steps.” |
| 59 | ***Click on ‘How to Get Help for the Child’ and Scroll Down Slowly to Show the Information Provided***  “By scrolling down, you’ll see this information is also in Spanish.” |
| 60 | ***Close out of the ‘How to Get Help’ page and Hit the Previous Button three times***  “Now let’s go back and visit with Marcie one more time. Noah is now 34 months old. He recently had an evaluation at a nearby clinic and was diagnosed with broad Developmental Delay. Marcie tells you that Noah will be starting at a public preschool at Lincolnwood Elementary in 2 months. She wonders if he will be able to get special education services from the school system such as speech and occupational therapy. To help her find the answer, it is time for Gating Question 3: ‘Do you have questions about next steps for your child and family’. To move to identifying needed resources, we could choose gating question 3.” |
| 61 | **Click on Question 3 ‘Do you have questions about next steps for your child and family?’**  “As you see for Marcie (or any other family), this step would take us right to the Resources Tab.  So, that was a brief demonstration of how the decision tree components of the website work. Let’s now spend some time on the Resources tab and explore what’s there. The Resources section can be accessed two other ways.” |
| 62 | **Go Back to the Landing Page of the Website ncfamilynaviation.org and Scroll Down to ‘Find Resources’**  “A second way to get to the Resources is to scroll down to the bottom of the Page and click on ‘Find Resources’. The third way is to go to the top of the screen and click on the ‘Resources’ tab |
| 63 | **Go to the top and Click on Resources**  “On this page, you’ll see colorful icons and brief descriptions for each of the six life domains covered in the Resource section.” |
| 64 | ***Scroll to the Bottom of the Page***  “Scrolling down this page, you’ll see a reference for the Charting the LifeCourse Framework developed by Dr. Michelle Reynolds at the University of Missouri –Kansas City, on which the six domains are based.” |
| 65 | ***Scroll Back to the Icons in the Middle of the Page***  “As you can see, the six life domains include:  Healthy Living, Daily Life and Education, Community Living, Safety and Security, Social & Spirituality, and Advocacy & Engagement. Although you can click on any of the colorful icons to enter a domain, we’ll use the Resources tab at the top so it’s easy to navigate across them as we take a closer look at the resources in each domain.” |
| 66 | ***Hover over Resources and Click on ‘Health Living’ and Scroll Down the Page to Show Possible Areas of Concern***  “The first domain is Healthy Living. This domain helps answer many common questions and concerns about general health and how to access and navigate medical and health services and supports.” |
| 67 | ***Half-way Down the Page Click on ‘Social/Emotional Well Being’. Then* Scroll Down that Page**  “Let’s click on Social/Emotional Well-being (something families may be hearing more about but are less familiar with) and you’ll see a brief description of what social/emotional well-being covers. Now let’s go to the second link that talks about young children’s emotions. When possible, videos are included in the resource section. Now, we’ll click on the second video and play it for a minute or two.” |
| 68 | ***Scroll Back Up and Click on the Second Link the Zero to Three Video for Tantrums, Defiance. Then Scroll Down and Click on the Second Video.***  “This is just one example of the many videos embedded in the links.” |
| 69 | ***Click out of the Video, Go Up to Resources and Click on ‘Daily Life and Education’ and Scroll Down to Show the Questions***  “This domain looks at services and supports your child may need to help develop daily living and early learning skills. Families may also have questions about early intervention, preschool, special education, or financial support for a family’s day-to-day living. This section would be helpful to Marcie as she was interested in preschool services.” |
| 70 | ***Click ‘What Services and Supports are available to help my family in our daily life?’ and Scroll Down***  “Let’s click on the third question, ‘What Services and Supports are Available to Help my Family in our Daily Life?’ Scrolling down the list, you’ll see links to child care and early education resources, plus information about respite care, care coordination, Innovations waivers, and personal and cultural support.” |
| 71 | ***Go back up to the Resources Tab and click on ‘Community Living’ and Scroll Down***  “The third domain is Community Living. Community living is not just about where we live, but about how we access and are involved in our communities. This section of the website provides resources for improving living conditions at home and in the community such as housing and home modifications, technology, transportation, food and other everyday needs for the families you are supporting. “Let’s look at a commonly asked question ‘How can we meet transportation needs for my child?’” |
| 72 | ***Click ‘How Can we Meet Transportation Needs for My Child?’ and Scroll Slowly Down the Page***  “You will see that this area was answered broadly from Medicaid funded transportation services to school transportation as a related service. Additional resources and services are also included here as well such as vehicle adaptations, car repairs and other needs.” |
| 73 | ***Go Back up to the Resources Tab and Click on ‘Safety and Security’; Scroll Down Slowly***  “Next let’s look at Safety & Security. Safety is always a priority when it comes to our children and families and is often a concern for the families with whom we work. Helping caregivers and individuals know their options in addressing needs associated with safety and security provides a strong foundation that leads to lifelong lessons. This might include preparing for emergencies, considering guardianship and alternatives, and addressing legal, financial, and insurance options that can help ensure security in the future. Let’s look at the first question - What can I do to help my child stay safe at home and in the community?” |
| 74 | ***Click ‘What can I do to help my child stay safe at home and in the community?’ and Scroll Down***  “You’ll see several resources but let’s look more closely at the section on “How can I teach my child about safe touch” |
| 75 | ***Scroll Down to ‘How can I teach my child about safe touch?’***  “In our work supporting families, it can often be difficult to know how to broach a sensitive topic. Using a tool like this guide is a great way to bridge that gap and start crucial conversations. Now, let’s look at one resource." |
| 76 | ***Click on 2nd Link for ‘Healthblog from University of Michigan Health’***  “The second article from Michigan Health is beautifully done with really nice talking points.” |
| 77 | ***Click out of ‘The Seven Ways’ page. Then go up to Resources and Click on ‘Social and Spirituality’ and Scroll Down***  “The fifth domain focuses on Social & Spirituality issues. Connections are so important to us, and isolation is often a huge challenge for families. Social and Spiritual connection is a major component to our well-being; creating room for acceptance, self-discovery, and expression.  It’s something families need and often struggle to find. This domain provides guidance and resources for how to connect with inclusive communities, how to find opportunities for children to socialize with their peers, and ways to join faith groups. Let’s click on ‘Where can I find a welcoming faith or spiritual community?**’”** |
| 78 | ***Click on “Where can I find a welcoming faith or spiritual community?” and Scroll Down the Page to Show Resources Available***  “This is a list of faith communities that have special needs ministries and offer inclusiveness for our families’ unique needs. This list includes a variety of faiths and the first link leads to a helpful toolkit full of information through the Autism Society of NC. The toolkit describes how to start a disabilities ministry or to help your faith community be more responsive to persons with disabilities. It can also be used to help non-faith groups like Boy or Girl Scout Troop members be more welcoming.” |
| 79 | ***Go up to the Resources Tab and Click on ‘Advocacy and Engagement’ and Scroll Down the Page***  “The last domain is Advocacy & Engagement. For a lot of families, after receiving a diagnosis, it takes a while to find their voice to advocate for their child and family needs. It’s not uncommon to rely heavily on professionals and their recommendations until families realize they have a say and a powerful seat at the table as well. Families also often feel they have to be their child’s voice; however, many children have their own voice and it’s the family’s job to teach them how to use it. These resources are designed to help families feel empowered to speak up for themselves and to teach their children to do the same.  Not only for themselves, but to help other families learn to speak up too. Let’s click on ‘How can my child learn to speak-up and make decisions’?” |
| 80 | ***Click on ‘How can my child learn to speak-up and make decisions?’***  “Advocating for what we want is not limited to verbal abilities. Here, families can learn how to teach their children the skills needed to make their wants, needs, and preferences known. The first link, the Churchill resource is a great step by step guide to encourage self-advocacy.” |
| 81 | ***Click on the First Link to the ‘Churchill’ Resource and Scroll Down***  “We’ve now briefly reviewed the six domains in the Resources section. We encourage you to spend more time on your own to familiarize yourself with the wealth of resources offered here.” |