

HEARING

refers to the process by which we receive the stimulus of noise and tones and perceive sound.

LISTENING

describes paying close attention to those sounds, with thoughtful intent, in order to understand what a person is communicating through words and actions.

PASSIVE LISTENING

is hearing what is being said without fully understanding the client's situation because you were distracted during the conversation.

ACTIVE LISTENING

requires you to focus your FULL ATTENTION on the client to identify, clarify and provide appropriate referrals for services.

THERE ARE FOUR MAIN STEPS TO ACTIVE LISTENING WHEN SERVING CLIENTS:

STEP
1

Pause to allow the clients time to express themselves, their thoughts, and their emotions. Do not interrupt a client to ask questions, or provide personal experiences. Do not make assumptions about the needs of the client.

STEP
2

Acknowledge what they said, by showing empathy. Clarify what the client is saying by asking open-ended questions to identify the needs.

STEP
3

Clarify what you heard. Paraphrase what the client said to achieve clarification. For example, "I understand that you are unable to pay your utility bill because you lost your job. Is this correct?"

STEP
4

Respond by being positive and encouraging with realistic and achievable expectations. Focus on what can be done in the situation, and avoid making promises that cannot happen. For example, if a client has lost his or her job and the rent and the utility bill are due, you can refer the client to appropriate community resources. However, communicate that services may not be immediate.

Adapted from:

Lindberg, S. (n.d.). *What's the difference between hearing and listening?* Retrieved from <https://www.healthline.com/health/hearing-vs-listening>

When using an interpreter, make sure you schedule enough time. Appointments using an interpreter will take longer because everything is said twice and you do not want to rush!



Here are some important points to remember:

- Set procedures for the interpretation before you begin.
- Inform the interpreter beforehand of any specific terms that will be used and may be unfamiliar to the client in order to prepare them for providing accurate information.
- Ask the interpreter to provide exact translations – both for what you say and for what the client says – so important information is not missed.
- Look at the client when you are speaking. It is important to remember you are talking to them and NOT the interpreter.
- Avoid asking the interpreter to “tell” the client something. Instead, talk with the client as you would any other client, and pause for interpretation.
- Do not use children as interpreters. They do not have the knowledge base or maturity to interpret accurately and it can make the child feel stuck between their family and your organization.
- Do not have side conversations with the interpreter. Conversations should be transparent and understood by everyone to facilitate relationship building and trust.
- Ask the interpreter to translate a small amount of information at a time to keep interpretation manageable.
- Periodically check to ensure that the client understands the content of the meeting and ask if they have any questions. Instead of asking, “Do you understand?” ask “Is there anything I can better explain?”

Reflect on what worked and what didn’t, and be honest about what could be improved for the next time you use an interpreter. Using an interpreter takes planning and being intentional in your process of communication.

Adapted from:

Childress, D. (2014, February 4). Tips for working with interpreters. *Early Intervention Strategies for Success Blog, Virginia Early Intervention Professional Development Center*. Retrieved from <https://veipd.org/earlyintervention/2014/02/04/tips-for-working-with-interpreters/>

Trauma-Informed Care Strategies for Referral Agencies

- Assume everyone you encounter has experienced some sort of trauma.
- Always request to offer the individual privacy, such as shutting the door, and be sure to receive permission before doing so.
- Be intentional with your body language and posture to not appear intimidating.
- Guide the direction of conversation by establishing that you are there to help and that you enjoy helping.
- Build rapport for information exchange to be successful.
- Start the conversation with an intentional piece of affirmation, but avoid affirming materialistic and physical elements. Affirming physical and materialistic elements can be detrimental to the client when those elements change or are no longer available.
- When speaking with a client, avoid phrases, such as:
 - ☒ "I like your shirt."
 - ☒ "Your hair looks nice."
 - ☒ "You have nice handwriting."
 - ☒ "You know what I mean."
- Avoid using agency lingo. Use applicable terminology and explanations.
- Establish a position of service and support through attitude, body language, and determination to assist clients.
- Simplify procedures. Building an efficient way to conduct business prevents clients from viewing dealings with the agency as a barrier to service.
- Share user-friendly materials for consumer education.

Tips for Providing Community Resource Information to Clients

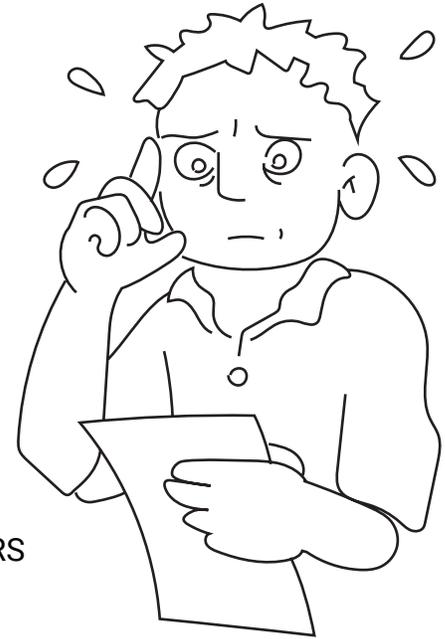
- Build partnerships within the community. Identify agencies that share clients with your agency first. This will help streamline the navigation of services in the community.
- Validate community resources so current information is available to clients.
- Visit community resources to see what is offered and what the client experience is like.
- Ensure consumer education is conducted in a way that people are left feeling empowered and informed, rather than overwhelmed.
- Foster an impartial environment by not choosing sides and, instead, working toward a solution.

Adapted from:

Office of Early Learning. (2018). *Child Care Resource and Referral Reference Guide*.

WARNING SIGNS OF BURN-OUT

- PERSISTENT LOW ENERGY AND EXHAUSTION
- BECOMING ILL MORE FREQUENTLY
- INSOMNIA
- FEELING INEFFICIENT
- FEELING NUMB TO OTHERS FEELINGS
- DECREASED CONCENTRATION
- INCREASED CYNICISM
- PERFECTIONIST BEHAVIOR
- DIFFICULTY PLANNING LESSONS AND ACTIVITIES
- EACH NEW HURDLE IS A CRISIS
- DIFFICULTY RELAXING
- INCREASED IRRITABILITY WITH CHILDREN AND COWORKERS
- JOB DEMANDS OUTWEIGH JOB RESOURCES
- DECREASED CONFIDENCE



PRACTICING SELF-CARE

- MAKE SELF-CARE A DAILY PRIORITY
- KEEP MEANINGFUL RELATIONSHIPS
- EXERCISE
- PRACTICE DEEP BREATHING
- MAKE TIME FOR YOURSELF
- STAY HYDRATED
- DO SOMETHING YOU ENJOY
- READ A BOOK
- TRUST AND SEEK HELP FROM OTHERS
- BELIEVE IN YOURSELF
- GET GOOD SLEEP



Adapted from:
Office of Early Learning. (2018). *Child Care Resource and Referral Reference Guide*.

**You might encounter parents who have concerns about their child's development.
Consider the following tips when talking with them.**

Don't wait until there is a concern. If possible, talk regularly with parents about their child's development and provide resources they can use to track their child's developmental milestones at home.

Encourage parents to use milestone checklists to monitor their child's development.

Say something like,

Using a checklist is a great way to monitor your child's development.

It can help you understand typical milestones they should be reaching for their age, as well as what to look for in the future.

Keep the checklist where you can easily see and access it, like on the refrigerator.

Use active listening skills.

Pay close attention and repeat the main points so the client knows you've heard them.

If you perceive concern, say something such as,

You sound worried about Gabe's language development. Is that correct?

Can you tell me more about what you see at home?

Is there anything else about Gabe's development that you'd like to discuss?

When there are concerns, encourage parents to share them with their child's doctor.

Consider saying something like,

There might not be anything to be concerned about, but it's important to talk with Gabe's doctor about what you've noticed.

Take the developmental checklist to the doctor with you. It will help the doctor know if Gabe needs a little extra help.

Getting help early can make a big difference for him! Please let me know if there is any way I can help you prepare for the appointment.

Follow-up with the family. Ask if they have seen the doctor or need any support in acquiring a medical home for their child.

Adapted from:

Centers for Disease Control and Prevention (CDC). (n.d.b). *Tips for talking with parents about developmental concerns*. Retrieved from https://www.cdc.gov/ncbddd/actearly/pdf/parents_pdfs/tipstalkingparents.pdf