


2014 HARC Conference – Webinar

Using Health Literacy Strategies to Engage Families in Early Intervention Services

Using Health Literacy Strategies to Engage Families in Early Intervention Services



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Early Intervention/Early Childhood Special Interest Group
(EIEC SIG)
Webinar Series
October 28, 2014

Webinar Overview

- Introductions
- Presentation
- Q & A after presentation
 - You can submit any questions throughout the webinar via the 'Chat' box below the slides.
 - The moderator will read the questions after the presentations.
- Survey
 - Please complete our short survey to give us feedback for the next webinar!

2

Using Health Literacy Strategies to Engage Families in Early Intervention Services



Dr. Kris Barnekow Dr. Simone Conceição

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Using Health Literacy Strategies to Engage Families in Early Intervention Services

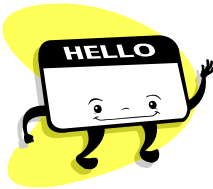
Learning objectives

After this webinar, you will be able to:

- ◆ Define functional, interactive/communicative and critical health literacy as they relate to early intervention practice.
- ◆ List the prevalence of and risk factors for low health literacy.
- ◆ Associate health literacy with family engagement.
- ◆ Identify evidence-based health literacy strategies that can be used in early intervention practice.

Participant introductions (Write in the pod area)

- ◆ Your name
- ◆ Your organization
- ◆ Your location



What is health literacy? (Poll Question- Select the Best Answer)


- A. Understand and apply health related information
- B. Being able to read at six grade level
- C. Make suitable decisions about care
- D. All of the above

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Using Health Literacy Strategies to Engage Families in Early Intervention Services

What is health literacy?

Health literacy is the ability to gather, understand, and apply health related information to make suitable decisions about care.




Health Literacy

(Institute of Medicine, 2004)

What function does health literacy serve in early intervention practice?

◆ When caregivers possess health literacy skills, they can:



(Jimenez, Barg, Guevar, Gerdes, & Fiks, 2013; Pizur-Barnekow, Darragh, & Schubert, 2012)

How is health literacy conceptualized?

◆ Nutbeam (2000) identified three types of health literacy and they are:

Functional	Interactive/co communicative	Critical
Reading and Numeracy	Ask Questions Communicate w/ professionals	Advocacy

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What is functional health literacy?

The ability to read and interpret written or numeric health related text (Nutbeam, 2000).

How would you read the word “once”?
(Write in the chat area)

How would a caregiver use functional health literacy in early intervention?

A caregiver needs to read the:

- Individualized Family Service Plan
- Home program materials
- Administrative paperwork
 - Parent and child rights form
 - Intake forms
 - Nutritional forms

What do data tell us about the readability of early intervention materials?

IOM recommends that documents be prepared at the 5th/6th grade reading level.

A readability analysis of administrative documents from a county EI program indicates that the administrative documents were written well above the recommended level

(Pizur-Barnekow, Patrick, Rhyner, Cashin, & Rentmeester, 2010)

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What do data tell us about IFSP?

- ◆ Analysis of IFSPs from a county in the Midwest reveal that:
 - IFSP documents are written above the 5th / 6th grade reading level.
 - IFSP documents become inaccessible and are not usable by caregivers with low health literacy.

(Pizur-Barnekow, Patrick, Rhyner, Folk, & Anderson, 2010)

What is interactive/communicative health literacy?

When caregivers possess complex abilities to

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graph LR; A[Services, Resources] --> B[Apply: Coordinating care, Making decisions, Prioritizing goals]; B --> C[Integrate health related information: Recognize child's condition];
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Interactive/communicative health literacy requires the ability to...

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graph TD; Create --> Remember; Remember --> Understand; Understand --> Analyze; Analyze --> Evaluate; Evaluate --> Create;
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(Pizur-Barnekow, Darragh, & Johnston, 2011)

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Using Health Literacy Strategies to Engage Families in Early Intervention Services

Impact of Poor Interactive/Communicative Health Literacy in Early Intervention (Poll Question)

If caregivers have poor interactive or communicative health literacy abilities, what might be difficult for them?

<input type="checkbox"/> A. Ask questions	<input type="checkbox"/> B. Apply and follow instructions
<input type="checkbox"/> C. Participate in the IFSP meeting	<input type="checkbox"/> D. Remember appointments
<input type="checkbox"/> E. Understand the various EI services and the affiliated roles of the EI team	<input type="checkbox"/> F. All of the above

What is critical health literacy?

It occurs when caregivers are empowered to influence change at local, state and national levels.

(Nutbeam, 2008)

The impact of poor critical health literacy....

Caregivers who do not feel empowered to act on their child's behalf may not....

Advocate at the local, state or national level for their child or for the services their child receives.

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Health literacy as a risk or an asset

Asset
Possession of complex functional, interactive/communicative, and critical abilities

Risk
Poor literacy and numeracy skills

(Nutbeam, 2008)

What is the prevalence of low functional health literacy?

An estimated 87 million adults in the United States possess low health literacy.

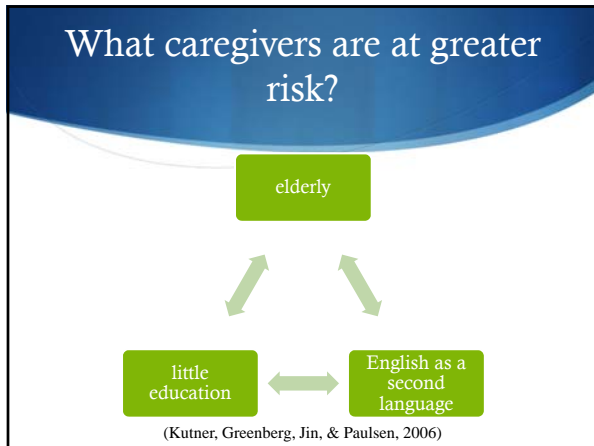
(Kirsch, Jungeblut, Jenkins, & Kolstat, 2002)

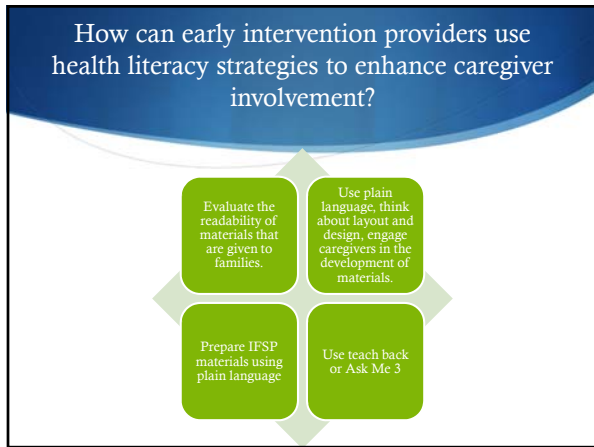
What caregivers are at greater risk?
(Poll Question - Select three)

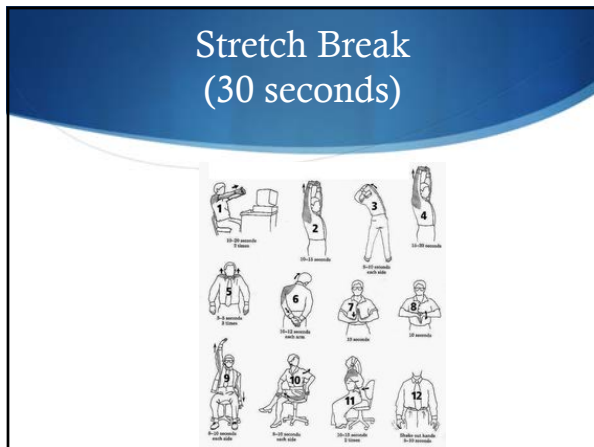
- A. Lower socio-economic status
- B. Age
- C. Education
- D. Language Proficiency
- E. Cultural Factors

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Early Intervention Practitioners as Adult Educators
(Poll Question – Yes/No)

- ◆ Have ever thought about placing yourself in the role of an adult educator?
 - ◆ Yes
 - ◆ No

25

Principles and strategies for early intervention services
(Conceição et al., 2010, 2011)

Principle	Strategies
Focus on the caregiver first.	<ul style="list-style-type: none"> • Take into consideration that caregivers have different abilities, needs, and challenges to learning, such as language, culture, prior knowledge, readiness and motivation to learn, internet access and comfort, reading skills, learning abilities, and physical limitations (color blindness, vision, hearing, touch). • Adjust your approach depending on the caregivers' strengths and weaknesses.
Use family-centered approach to build relationship and trust with caregiver.	<ul style="list-style-type: none"> • Demonstrate respect for family and child. • Recognize that families are at different points on their journey as a caregiver. • Value differences in families' belief system.
Create a comfortable and non-stressful environment.	<ul style="list-style-type: none"> • Meet in an area without distractions. • Try to have a meeting room with good lighting, comfortable seating, a writing surface, comfortable temperature. • Manage and prioritize content to fit in the scheduled time.


Principles and strategies for early intervention services
(Conceição et al., 2010, 2010, 2011)

Principle	Strategies
Use effective communication skills.	<ul style="list-style-type: none"> • Make eye contact, allow time for questions, use active listening, and reinforce learning.
Use health literacy principles.	<ul style="list-style-type: none"> • Use plain language. • Clarify and define words. • Break information into smaller chunks. • Have caregivers explain or demonstrate information or skill presented. • Encourage caregivers to ask questions.
Ensure that all caregivers receive the same information from each module.	<ul style="list-style-type: none"> • Focus on the goals of the session. • Use IFSP to apply skills learned. • End session by evaluating learning.
Consider the caregivers' needs and the methods used.	<ul style="list-style-type: none"> • Try role-playing, demonstrations, or other interactive activities. • Include activities to engage caregiver.


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What strategies can you use?
(Conceição et al., 2011)




Ask-Me-3



Activities that Promote Interactive Communication




Learner-Friendly Environment



Teach-back


28

What is Ask Me 3?
(Conceição et al., 2011)



- ◆ What is my main problem?
- ◆ What do I need to do?
- ◆ Why is it important for me to do this?

What is Ask Me 3?
(Conceição et al., 2011)



(Poll Question)

Who is familiar with Ask Me 3?


- ◆ Yes
- ◆ No

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How can you set up a friendly environment?

(Conceição et al., 2011)



- Consistency in format to give structure and easy-to-find information
- Visual cues to focus attention and organize information
- Content in small chunks
- Bullet points to highlight items
- Bold print to focus attention
- Bulleted lists and listed items with explanations, tables, and boxes
- Numbers to show steps
- Check boxes to mark completed objectives

What would plain language look like?

(Conceição et al., 2011)

No jargon

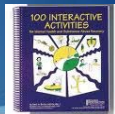
Complete sentences that are short and concise.

- Suzie will drink from her cup during dinner.
- Suzie will help put on clothes every day.

Write one example in the chat area.

What is interactive communication?

(Conceição et al., 2011)




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graph TD; A[Caregiver with EI Professional] <--> B[Caregiver with IFSP]; B <--> C[Caregiver with other Caregivers];
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What is teach-back? (Conceição et al., 2011)



Have caregivers show or tell what they have learned and how they will use it at home - COACHING


Check for understanding, give feedback, and correct any misunderstandings

Assess understanding by asking:

I want to make sure that I did a good job explaining this. Can you tell me in your own words how you will ...?

Could you show me how you will do this at home?

Another example of using teach-back



At an IFSP meeting.

Prioritize 3-5 points

"We've covered a lot of information today...to make sure that we have done our job communicating properly..."

"Can you tell us what we talked about?"

Strategies to engage families in early intervention services

Create a shame-free environment that encourages caregivers to ask questions

- Ask "What questions do you have?"
- Don't ask "Do you understand or do you have questions?"

Use plain language to explain services, purpose of EI, caregiver and child rights, and role of provider.

Limit new information at any one time to no more than 3-5 things

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Strategies to engage families in early intervention services


- Allow time to review skills and information to help caregivers remember information
- Provide feedback and correct any misunderstandings
- Re-check for understanding and give positive and encouraging feedback

What can we do in early intervention to support families at risk for poor health literacy?

We can access resources that will help us improve our services

<http://www.hsph.harvard.edu/healthliteracy/practice/innovative-actions/>

Debriefing and Q&A
(Write in chat area)




- ◆ What was the most important thing you learned today?
- ◆ What will be your next steps?
- ◆ Questions

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Contact us



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- ◆ Forms
 - ◆ <http://nmhealth.org/ddsd/nmfit/Providers/documents/IFSPEnglishAug2012.pdf>
 - ◆ <http://cdn.ne.gov/cms/sites/default/files/pdf/ei-1.pdf>
 - ◆ <http://www.health.ny.gov/publications/0532/rights1.htm>

THANK YOU!

Visit the Websites

- ◆ AUCD Website: <http://www.aucd.org>
- ◆ EIEC SIG Website: <http://www.aucd.org/eiec>

Questions about the EIEC SIG?

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Questions about the Webinar?

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45 *Please take a few minutes to complete our survey!*
