Planning to Serve the Diego Family

# Cause to Pause Workbook

## Problem Solving: Laying the Groundwork for Success
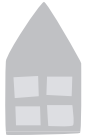
# Identify the Cause to Pause

**Cause to Pause**
(Our top priority, challenge, or barrier to providing optimal service to Francisco and the Diego family.)

# Visualizing What You Want

| **What Outcome Do We Want?** |
| --- |
| (What does your team really want? What will it look like when the barrier is removed?) |
|  |

# What's the Cause of this Pause?

Apply the following questions to the issues your team has identified as
Causes to Pause.

## Systems Issues

### Is the issue caused by:

1. Your agency's rules and regulations?
   - Is it in the law?
   - Is it policy dictated by performance standards, regional office, or local procedures?
   - Is it "past practice"?
   - Is this negotiable? How do you determine if it is negotiable?

2. Another agency's rules and regulations?
   - Is it in the law?
   - Is it policy dictated by the agency's state regulations, local interagency council, or local procedures?
   - Is it "past practice"?
   - Is this negotiable? How do you determine it if is negotiable?

3. People in different departments within the same agency not working together?

4. People doing things the way they have always done them?

5. Lack of a procedural way to address it?

6. An interagency agreement that has been written and filed but not understood and implemented at all levels of both organizations?
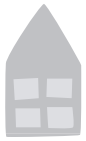
# Relationship Issues

## Is the issue caused by:

1. Lack of a relationship with the most appropriate partner?

2. A negative history with the most appropriate partner?

3. A relationship with the partner on one level (example: home visitor to home visitor), without having complete understanding and trust throughout all levels of both agencies?

4. Situations where families are made to feel programs are competing with one another?

5. Confusion or anxiety about sharing responsibility and "role-release."

# Environmental/Curricular Issues

## Is the issue caused by:

1. Special health accommodations that need to be made?

2. Special nutritional accommodations that need to be made?

3. Lighting and sound adaptations that need to be addressed?

4. Touch (sensory/tactile) adaptations that need to be addressed?

5. The child's vision problems that require environmental accommodations?

6. The child requiring adaptive toys?

7. The child needing a more or a less stimulating environment?

8. Specialized equipment issues?
    - Do tables need to be a certain height?
    - Are centers sized and arranged to meet necessary accommodations?

9. Special accommodations necessary for daily routines?

10. Availability of safe and suitable play areas for ambulatory and nonambulatory children?

11. Physical barriers?
    - Does space meet the ADA standard?
    - Is outdoor space inviting to all modes of mobility?

**Session 9  Handout #6**

## Attitudinal Issues

### Is the issue caused by:

1. Decision makers doing things the way they have always been done?

2. Line staff doing things the way they have always been done?

3. People operating out of fear or lack of information?

4. Lack of understanding that it is the law?

5. People worrying that they weren't "trained to do this"—i.e., work with children with disabilities and their families?

6. Concern about "whose families" are being served?

7. Discomfort . . .
   - In someone else's classroom?
   - Having someone else in your classroom?

# Strategizing Solutions/Resolutions

This portion of the workbook is used with permission from: Edelman, L. (1998). *Change Planning Worksheets*. Unpublished training material. Denver: Author.

## Systems Issues

1. Is the barrier in one agency or more than one agency? (If more than one, then consider the following questions for each agency.)

2. What organizational or management polices/procedures/practices create the barrier?

3. Whose commitment or collaboration do we need to get started?

4. Whose commitment or collaboration will we need eventually?

5. How can we communicate our issue and suggested solution and encourage commitment to making this needed change?

6. Will the change take a long time to work through? If so, are there ways we can make short-term accommodations while we continue to work on the larger issue?

7. Where will resistance be likely to arise? Why?
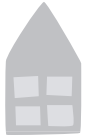
8.  How might we approach those who resist removing this barrier?

9.  What resources do we need to get started?

10. What skills do we need to learn? How will we go about building these skills?

# Relationship Issues

1.  What is the source of this relationship issue? (See "Causes to Pause Worksheet.")

2.  Whose commitment or collaboration do we need to get started?

3.  Whose commitment or collaboration will we need eventually?

4.  With whom do we begin?

5.  How can we communicate and encourage commitment to making this needed change?

6.  Where will resistance be likely to arise? Why?

7.  Will power struggles be a factor in our efforts?

8.  How might we approach those who resist removing this barrier?

9.  What skills do we need to learn? How will we go about building these skills?

# Environmental/Curricular Issues

1.  What specifically needs to be created or changed?

2.  Whom do we need to collaborate with to identify the information and resources we need?

3.  How long will it take to address this barrier? Is it appropriate?
    (For example: An auxiliary generator is ESSENTIAL TODAY for a child who is on a respirator, but it may be reasonable to take 18 months to budget for and build a new outdoor play space that is accessible to ALL children.)

4.  Whose commitment or collaboration do we need in order to get started (e.g., outside agencies and other departments with the same agency)?

5.  Who has the authority to authorize this change?

6.  Are finances an issue? Is so, how can we raise the money? From whom? Who will raise it?

7.  Whose commitment or collaboration will we need eventually?

8.  How can we communicate and encourage commitment to making this needed change?

9.  With whom do we begin?

10. Where will resistance be likely to arise? Why?

11. Will power struggles be a factor in our efforts?

12. How might we approach those who resist removing this barrier?

13. What skills do we need to learn? How will we go about building these skills?

# Attitudinal Issues

Research on inclusion shows that attitudes about disabilities change when people have met and interacted with individuals with disabilities.  For example, teachers most often become comfortable having children with disabilities in their classrooms after they have worked with a child for a period of time and learned that he or she is more like the other children than different from them. Training to change attitudes and to teach people about disabilities has not proven to be as successful a way of changing attitudes as actual experience.

1.  What is the source of this attitudinal issue? (See "Causes to Pause Worksheet.")

2.  Whose commitment or collaboration do we need to get started?

3.  Whose commitment or collaboration will we need eventually?

4.  With whom do we begin?

5.  How can we communicate and encourage commitment to making this needed change?

6.  Where will resistance be likely to arise? Why?

7.  Will power struggles be a factor in our efforts?

8.  How might we approach those who resist removing this barrier?

9.  What skills do we need to learn? How will we go about acquiring these skills?

## Action Plan to Resolve a Cause to Pause

| What will we do next? | Whom do we need to contact? Resources needed? | Person responsible | Meeting arrangements: time, day, location of meeting, etc. |
|---|---|---|---|
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|  |  |  |  |

**Session 9  Handout #6**