



Wisconsin  
Department of Health Services

# CORE Conversations with Families in Birth to 3

## Module 1 Introduction to CORE

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# CORE Conversations



CORE Conversations offer Birth to 3 providers a strategy to use in their conversations with parents raising young children with disabilities that emphasizes natural, ordinary unpaid supports, to ensure a meaningful life for children, teens and adults with disabilities.

# CORE

- **Community** where we live, work and play together
- **Opportunity** when we practice, participate, contribute
- **Relationships** who we love, who gives and receives support
- **Enjoyment** how we feel about one another, what sustains us

CORE Conversations offer Birth to 3 providers a strategy to add to their tool kit, to use in their role of primary coach in supporting families to reach toward the activities, experiences, interactions and relationships that matter the most to them.

*Community Opportunity Relationships Enjoyment*

C O R E

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# An Introduction to CORE Conversations



# CORE Conversations

- For Birth to 3 providers
- For parents who are interested in facilitating a CORE Conversations parent group
- Self directed learning
- Links to additional printed CORE resources

# CORE Conversations Training Format

The content for this online training is based on:

The CORE of a Good Life:  
Guided Conversations with Parents on Raising  
Young Children with Disabilities  
by

Molly Murphy and Mark Sweet (2009)

You can download a free .pdf copy  
of the CORE Guide with the link below

[http://www.waisman.wisc.edu/cedd/pdfs/  
products/early/CORE\\_Guide.pdf](http://www.waisman.wisc.edu/cedd/pdfs/products/early/CORE_Guide.pdf)

# CORE Conversations

CORE Conversations and this online module were developed with the financial support of these partners:

- Waisman Center Natural Supports Project
- WI Board for People with Developmental Disabilities
- WI Birth to 3 Program
- Disability Rights Wisconsin

# Organization of this Training

- This online training provides a description of the ideas and strategies first presented in the CORE Guide (2009).
- We invite learners to refer to the first CORE Guide for indepth descriptions of these ideas and strategies to integrate into their work with families.

# In the beginning.....

As you work with a family with a young child with a disability, keep an image in mind of that same child as a young adult.

Why?

Then your interactions and support to that child and family will move them closer to a meaningful life for that young adult in the future.

# CORE Conversations in Birth to 3

Were built on these assumptions:

Any parent raising a young child with disabilities has a right to make decisions, take actions, and seek support that will lead to a meaningful life for his or her child; and to remove barriers that get in the way.



Varying abilities, disability and the benefits of giving and receiving support are an integral part of the human experience.

Parents raising children with disabilities want the same things all parents want for their children.



Children with disabilities benefit from the same experiences as all children.

# A parent's view of their child

- Begins in the early years
- Day to day, a parent may not always see the inherent value in making connections to their community, opportunities to participate, relationships that give *and* receive, and enjoyment to balance all the hard work.

# Recognizing why Birth to 3 providers influence outcomes for adults with disabilities

## Parent vulnerability

We often speak the first messages a parent hears about what his or her child can and cannot do.

## Parent child relationship

We focus our support on helping a parent get to know the child who is here, who may not be the child he or she expected.

## Parenting support

We encourage parenting first, and emphasize disability only when it is most relevant.

# Outcomes for adults

## Self determination

- Assertiveness and advocacy develop through experiences that build self confidence.
- Relationships and connections provide a layer of protection from abuse and neglect.

Wehmeyer (1996) identified a set of component elements, the acquisition or development of which lead to the emergence of self-determination, including:

choice making

decision making

problem-solving

goal setting and attainment

self-observation skills

self-evaluation skills

self-reinforcement skills

self awareness

self knowledge

positive attributions of efficacy and outcome expectancy

# Being known

- Opens doors to opportunities.
- Participation leads to first jobs, volunteering, places to live, things to do most often come as a result of the people we know.



“For many parents some of the joy of parenting comes from seeing their child interact and be happy with other people.”

CORE Guide p. 37

*Community Opportunity Relationships Enjoyment*

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# Learning Objectives for this training

- Module 1: An introduction to CORE Conversations
- Module 2: To increase understanding of how *CORE Conversations* support the mission of Birth to 3.
- Module 3: To gain strategies for talking with parents about *community, opportunity, relationships and enjoyment* to better understand their priorities.

# Learning Objectives for this training

- Module 4: To use parent priorities about community, opportunity, relationships, and enjoyment to identify *meaningful objectives*.
- Module 5: When the training is complete, you will have ideas on how to add *natural and ordinary supports* to the options you encourage families to consider.

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“I see now that I am not on the same journey as the parents. Maybe I’m not the highway either, but I can be the signs along the road.”

## Birth to 3 Provider



# Wisconsin Department of Health Services

WI DHS Birth to 3 Program partnered with Molly Murphy, Ph.D., presenter and co-author of the CORE Guide (2009), to make the CORE Conversations training and materials available to Birth to 3 providers across the state.

Molly is a clinical assistant professor and Director of the Waisman Center Autism Treatment Programs in partnership with UW Health, at the University of Wisconsin- Madison.

Molly holds a doctorate in Behavioral Disabilities with an emphasis in early childhood special education from the University of Wisconsin Madison, is a licensed Behavior Analyst and a certified Early Start Denver Model (ESDM) therapist.

Molly has supported families raising children with disabilities across WI for many years; as an educator in Birth to 3, inclusive preschool teacher, lead supervisor for in home and clinic based autism treatment and as a parent education and parent leadership group facilitator.

If you would like information on CORE Conversations, or permission to use these materials outside of your Birth to 3 Program, you can contact Molly at 608-263-8033 or email [memurph3@waisman.wisc.edu](mailto:memurph3@waisman.wisc.edu)