

Session/Meeting	Challenge/Learning	Discovery	Proposed Change
Meetings with Hibo and Marnie-Fall 2018	<ul style="list-style-type: none"> Discussed the data from the field, and from previous interactions with parents as a place to start to identify needed supports. Also agreed to build on general knowledge built about Autism through previous project 	<ul style="list-style-type: none"> Hibo and Marnie met and discussed what data we might be missing for this <i>specific</i> group. After discussion we decided to utilize a listening group session, gathering the individual experiences of the family's interactions with the early intervention and special education system. 	<ul style="list-style-type: none"> Delayed beginning parent training sessions. Began with parent listening sessions.
Listening Session-January	<p>Didn't have a Defined Interpreter-</p> <ul style="list-style-type: none"> Interpreter didn't have the content, didn't have the confidence. Multiple people interpreted. Removed important role of Hibo being available to share 	<ul style="list-style-type: none"> Discovered importance of cultural broker role-helped to define what was happening, built comfort of group. 	<ul style="list-style-type: none"> Defined interpreter Defined Hibo's role as a cultural broker as an addition to interpretation

	<p>their stories with facilitators</p>		
<p>3-23-2019-Session One</p>	<ul style="list-style-type: none"> • Challenges in clarity for structural components of the day (place, time) • Interpreter had some challenges in connecting families between content and their personal story • Participants shared that some of them prefer to read in French (had been previously shared that they preferred to read English and/or Somali) • Participants had agreed in the January Listening Session that they would have their photos taken. 	<ul style="list-style-type: none"> • Importance of lead time, established time, beginning regardless of number of people present • Interpreter paired with cultural broker, and relationship with facilitator • Although language sensitivity was important, assuring that translation of whatever document we used was critical • Tie by cultural broker connecting personal stories was critical 	<ul style="list-style-type: none"> • More lead time with Hibo, set time as opposed to flexibility • More clarity with interpreter choice from agency on specialty of Special Education. • In addition to having both English/Somali available, attempt to find French as well. • Continue to prep and utilize role of cultural broker to help bridge understanding of what we are asking, as this relationship clarified the release questions.

	<p>When presented with the release and explanation by the translator, appeared confused.</p> <ul style="list-style-type: none"> • Some members of the meeting were distracted by their phones, which made it challenging for other to hear and participate. 		<ul style="list-style-type: none"> • Establish a norm that phones are silent at the next meeting
4-13-2019-Session Two	<ul style="list-style-type: none"> • Challenges in common time for group to participate. • Discussed as a whole group the issue of starting late and the material that we would not be able to cover due to ending early. 		<ul style="list-style-type: none"> • Agreed to start at pre-determined upon time, with whomever is there.
4-27-2019-Session Three	<ul style="list-style-type: none"> • Lots of questions from last training (Had seen this pattern on 4/13 as well) 	<ul style="list-style-type: none"> • Participants were taking materials, talking about them, digesting them and coming back with questions. Also 	<ul style="list-style-type: none"> • Deliberately devoted first section of training to refresher of topics from last time, left room for clear residual questions, wonders that appeared to be popping

		<p>experiencing meetings in between with school and “seeing” some of the paperwork in action.</p> <ul style="list-style-type: none"> • Hibo was not able to be in attendance and the participants were comfortable- appears to be some established group comfort, even absent cultural broker. • Interpreter expressed uncertainty with her role and when she should interpret. • Interpreter who also does this work for the school disclosed that 	<p>up.</p> <ul style="list-style-type: none"> • Hibo and I discussed being clear about the difference in her role and the interpreter role in a different way. We also discussed the cultural implication of the interpreter’s younger age, and her reticence to speak up when Hibo was speaking. • Potentially interview interpreter for the changes in what she understands about special education and the paperwork, and if she
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		much of what she was hearing was new to her.	understands interpretation differently for having been a participant?
6-15-2019-Session Four	Last session. Group agreement that agreed upon topics had been met. Desire to continue to meet and have access to Marnie for questions.	Format for meeting, how to move forward.	Group decision to make periodic dates and times open for parents in project (and others if appropriate) to come and talk with Marnie if needed.