

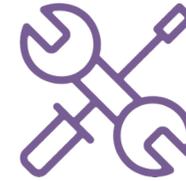
Welcome!



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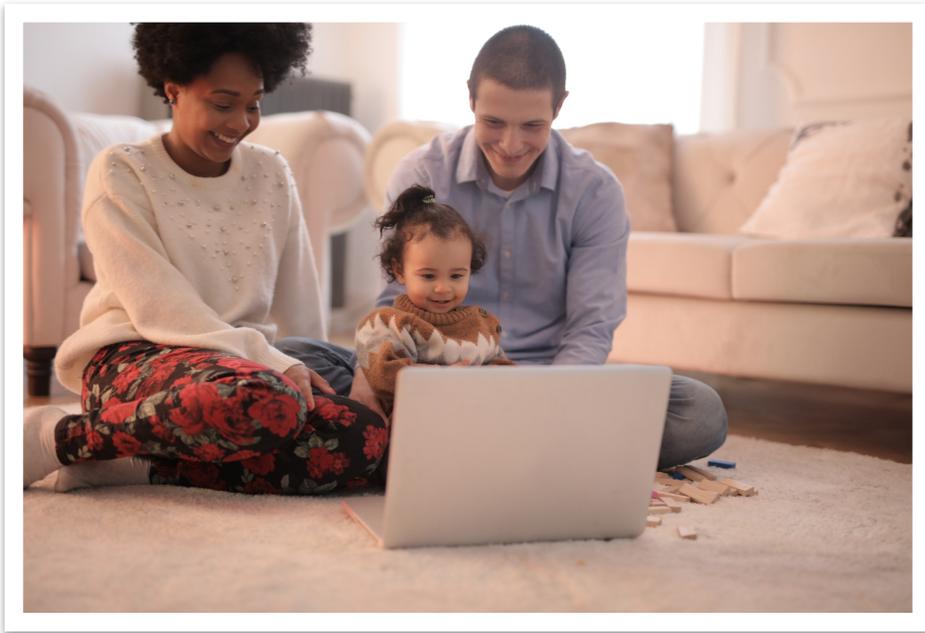


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Creating Equity During Family Visits

Creating Equity During Family Visits



Event Materials

Visit the **event page** to download a copy of the presentation slides and any additional resources.



Continuing Education

This webinar has been approved to offer continuing education credit. Please stay tuned for more information!



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Readiness. Knowledge. Network.

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Today's Presenters



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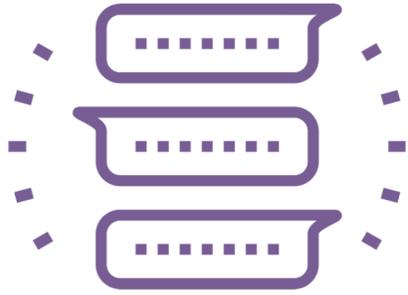
Assistant Professor
Salem State University

Today's Objectives

1. Conceptualize what equity looks like in virtual EI settings
2. Learn about how one's conception of family engagement is influenced by their identities, experiences, values, beliefs, and other cultural factors
3. Reflect on how beliefs and personal experiences around child rearing, family member roles, and family interactions impact current perceptions and practices related to family engagement
4. Consider how to engage families across virtual platforms in culturally sustaining and equitable ways

Creating the Foundation: How Do We Define Equity?

Equity is about individuals, relationships, and systems. A system that is equitable is one in which we value and honor each person for who they are and provide the structures, environment, and resources each person needs to fully participate and reach their greatest potential.

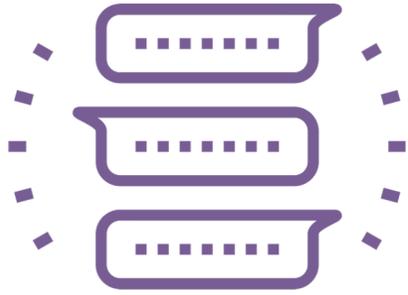


Let's Chat!

What does it look like when you value and honor a military family's home culture and ways of being during a home visit?



To view this video, please visit https://youtu.be/nCS7Rus4_-Y



Let's Chat!

What are some examples of equitable practices on virtual early intervention visits?

Meet Samuel

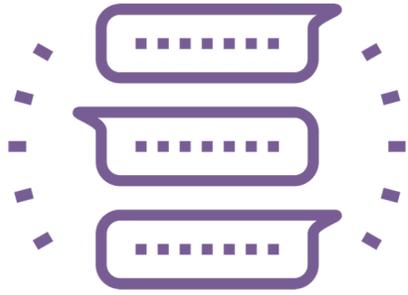
- Samuel was recently referred to EI with a gross motor skill delay.
- His mom is deployed for six months and joins EI sessions via video call.
- Samuel's family felt confident with technology, had the devices, and a data plan to accommodate a switch from in-person to virtual visits.



Meet Samuel

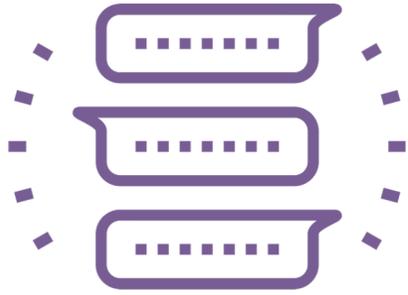


- Samuel's dad asked if the PT could help him address core and neck strength.
- He takes long runs frequently to help relieve stress of parenting alone during the mom's deployment.
- Targeting core and neck strength will allow Samuel to sit up in the stroller during long runs with his dad.



Let's Chat!

What are the systems, relationships, and individual behaviors that are providing an equitable experience for Samuel's family?



Let's Chat!

What “structures, environment, and resources” are available to facilitate the family’s equitable access to EI?

Creating the Foundation: How Do We Define Inequity?

An unfair distribution of **material and non-material** access and opportunity resulting in **outcome and experience disparities** that are predictable by race, socioeconomic status, gender identity, home language, or other dimensions of identity.

Outcome Disparities

Black and Hispanic/Latino two-year-olds are 5 times less likely to:

- have their developmental delays identified than White two-year-olds.
- receive EI services than White two-year-olds.



Images from Pixabay.com, CC0

Outcome Disparities

During the pandemic, when services went virtual many families dropped out of EI or could not access EI due to:

- Lack of internet access or devices
- Work and other obligations.

Families with limited incomes were more likely to face these challenges.

In the United States, Black and Latino/a/x families are **more than two times** more likely to have limited incomes than White families.

Experience Disparities

Families of color report feeling that professionals didn't take their concerns seriously.

Families of color often felt that EI providers were disrespectful of their home language and cultures.



Experience Disparities



It was chaotic with 1.5-year-old twins just trying to get the iPad. Honestly, I don't feel they are getting anything out of it.

Experience Disparities

There was lots of coaching for us as parents on how to help facilitate language and clarify sounds. Our daughter is often distracted by the screen, so she doesn't get a lot from the actual visit, but we get the tools to help her daily



How Inequities Show Up in Virtual Visits



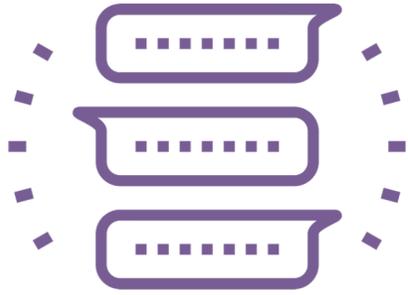
- Eden's parents are both Army specialists.
- She attended the Fort Buchanan child development center on base.
- When COVID-19 numbers rose, Eden's parents decided that they would prefer she have a nanny at home instead of attending group childcare.
- They hired Rosa, whose primary language is Spanish.
- Eden's mother is bilingual and excited that her daughter will have more exposure to Spanish during the day.

How Inequities Show Up in Virtual Visits



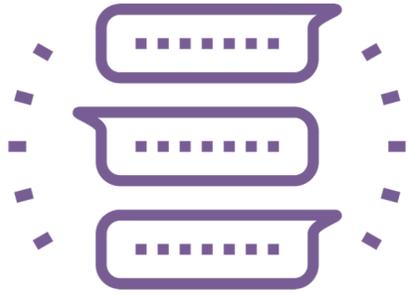
- The EI special educator only speaks English and scheduled virtual visits in the evening with Eden's parents.
- The family's WiFi connection was slow and shared with older children in the evening.
- When the connection froze, virtual visits were cut short.
- Last week, when the educator thought the family had signed off, Eden's mom heard her say:

"This so hard! If this family really valued EI, they would make sure their technology worked so I could provide services. It was so much better when she was at childcare."



Let's Chat!

What individuals are involved here?



Let's Chat!

What “structures, environments, and resources” are missing or strained here?

Causes of These Disparities

- Systems level and beyond our individual control
 - Internet access, minimum wage
- From beyond ourselves, but can be addressed individually
 - Our views of “good” parenting, what we think family engagement should look like
- Completely within our control
 - How we talk to families and who we direct questions to

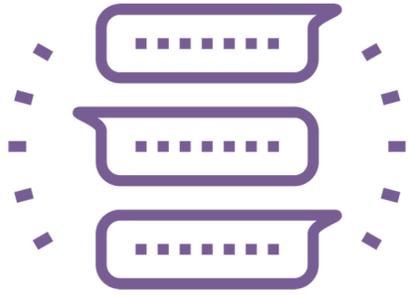
What Can You Do About It?

System Level Solutions

- Provide hotspots or financial support to increase available data
- Schedule visits when families have more access/fewer distractions

Practice Level Solutions

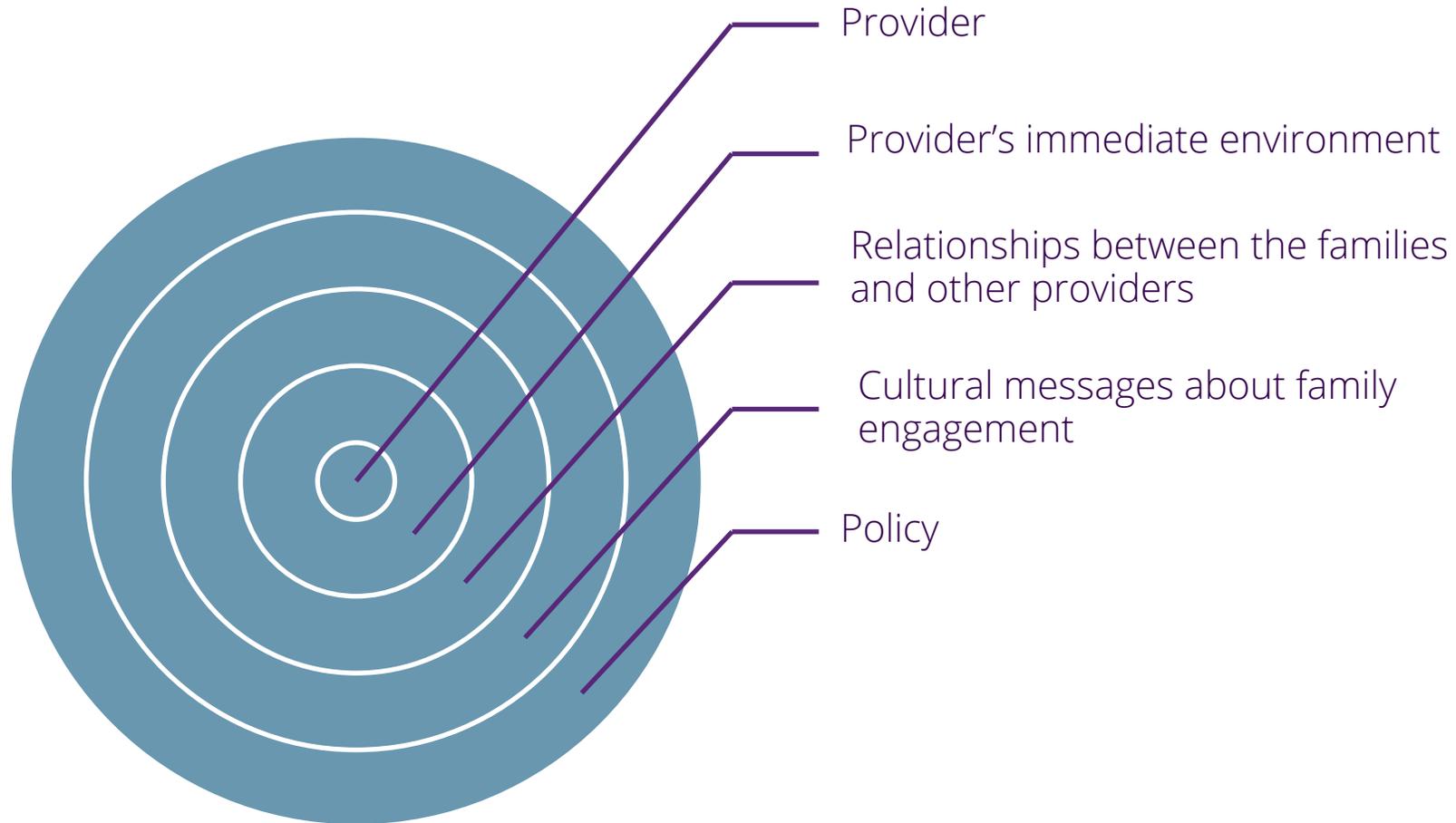
- Examine and be aware of how your beliefs impact your interactions with families
- Listen and learn about family structure, environment, and resources
- Clarify family engagement in EI



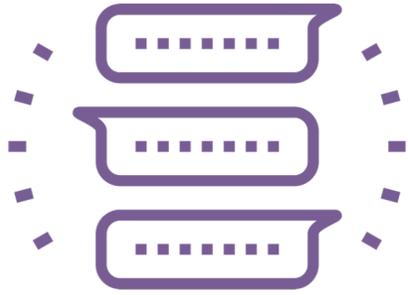
Let's Chat!

What are your core beliefs about family engagement during EI visits?

Examining Our Beliefs: Where Do They Come From?



Adapted from Bronfenbrenner, 1977



Let's Chat!

What have you noticed about family engagement during virtual visits?

Perceptions About Family Engagement & Tele-Intervention

"I feel it has improved my coaching techniques and for some families, who may have participated minimally in a session are being given more of an opportunity to be more engaged in fully participating in sessions. They are more receptive to coaching because they have to be."

Families "HAVE TO"



Perceptions About Family Engagement & Tele-Intervention

“Parents are forced to become more of an active participant in their child’s session as they can’t rely on the service provider to work with their child for an hour.”

Families “HAVE TO”



Perceptions About Family Engagement & Tele-Intervention



"It's the parent's job to step up."

Families "HAVE TO"

Perceptions About Family Engagement & Tele-Intervention

"It's improved the quality of my services because it requires the caregivers to be more actively involved."

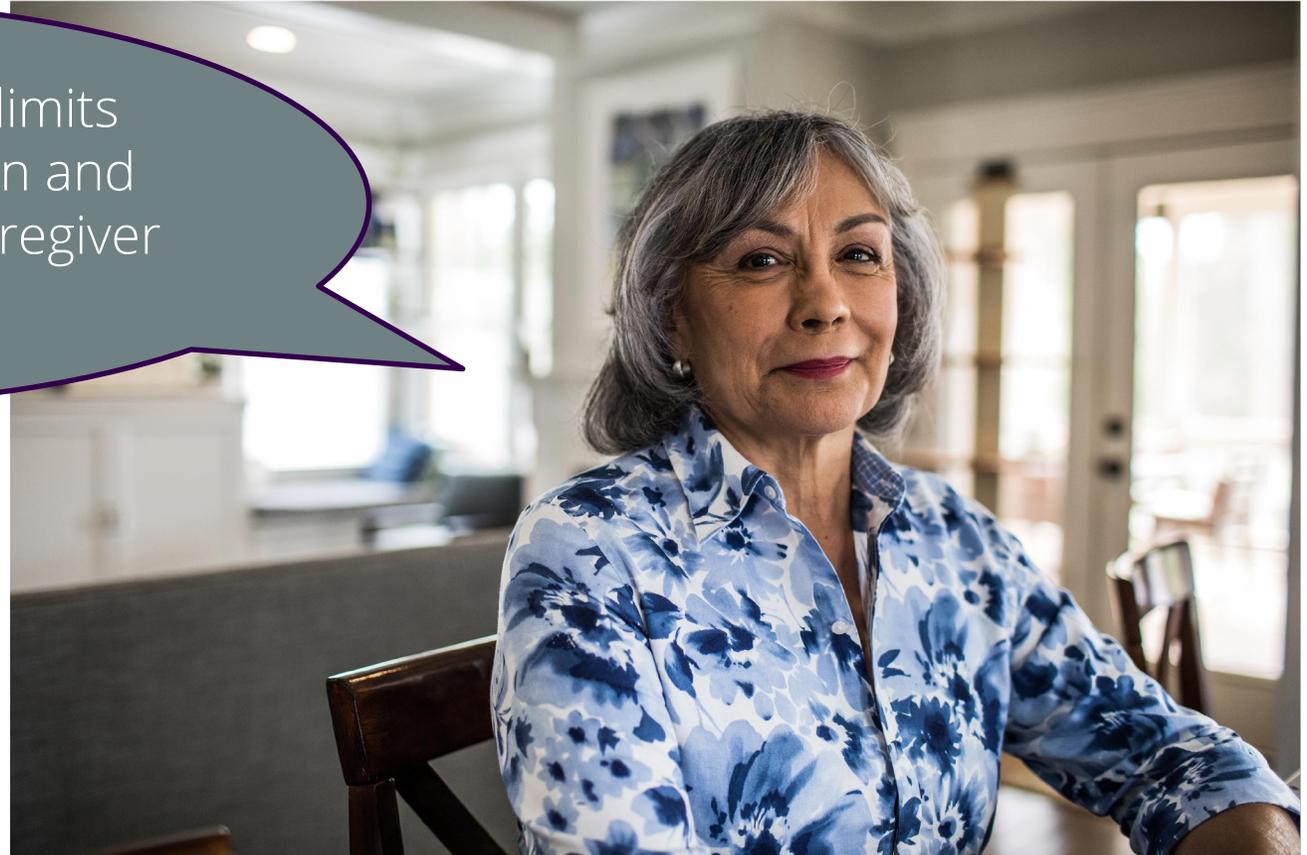
Families "HAVE TO"



Perceptions About Family Engagement & Tele-Intervention

“The telehealth model limits child-clinician interaction and better facilitates child-caregiver interactions.”

Families are empowered because of coaching.



Perceptions About Family Engagement & Tele-Intervention

“...The parents can feel empowered and not be dependent on us but feel like they are learning skills to care for their own children.”

Families are empowered because of coaching.



Perceptions About Family Engagement & Tele-Intervention

"I'm doing "more discussions with families regarding what they can handle for services and carryover, their culture, and beliefs"

Families are empowered because of coaching.

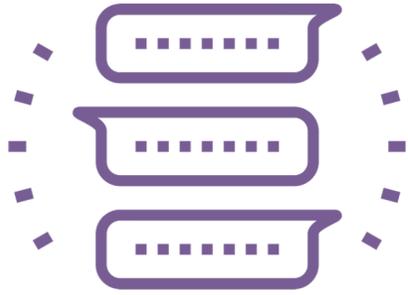


Perceptions About Family Engagement & Tele-Intervention

"I now ask more and better-quality reflective questions that prompt the caregiver to think about what their children interact/participate in activities the way they do, why they themselves interact with their children the way they do."

Families are empowered because of coaching.





Let's Chat!

How do we address these beliefs before they become experience inequities?

Addressing Beliefs Before They Become Inequities

Acknowledge and reflect on your core beliefs.

Embrace the idea that all families are doing the best they can and want the best for their children.

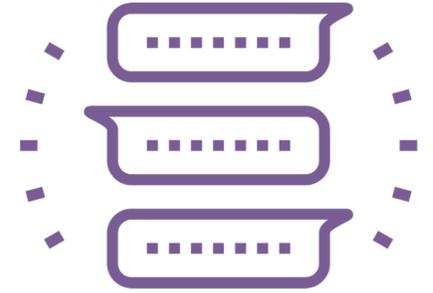
Approach each family from a strengths-based, capacity-building perspective while individualizing with equity in mind.

Capacity building doesn't necessarily mean the way that you would do it.

Recognize that it is YOUR job to facilitate family engagement.

Reflect on how you and your program are cultivating equitable services and how you can improve.

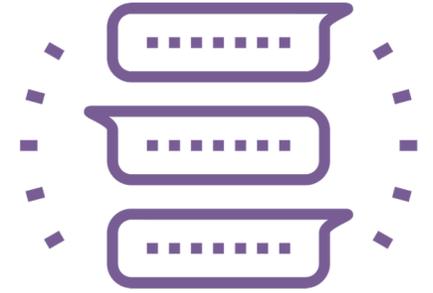
Creating Equity in Virtual Visits



Practice #1: Clarify How Virtual Visits Work

How do you clarify how virtual visits work? What words do you use with families? What resources do you provide (handouts, videos)?

Creating Equity in Virtual Visits



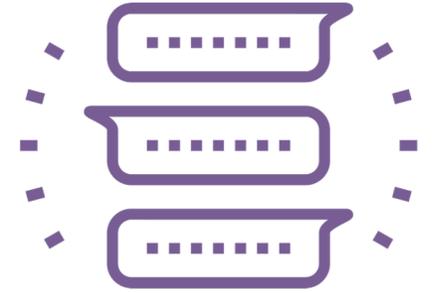
Practice #1: Clarify How Virtual Visits Work

Describe the possibilities and offer options

Explain technology requirements

Emphasize family engagement

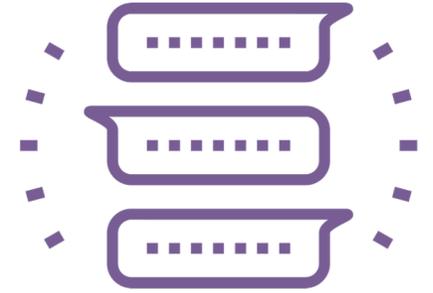
Creating Equity in Virtual Visits



Practice #2: Listen and Learn

What kinds of information do you gather from the family about technology before a virtual visit?

Creating Equity in Virtual Visits



Practice #2: Listen and Learn

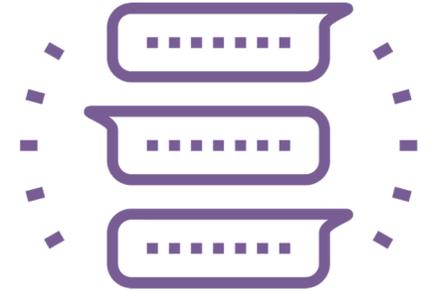
Explore technology options

Discuss concerns and answer questions

Recognize needs and discuss available resources

Work to understand the family culture and ways of being

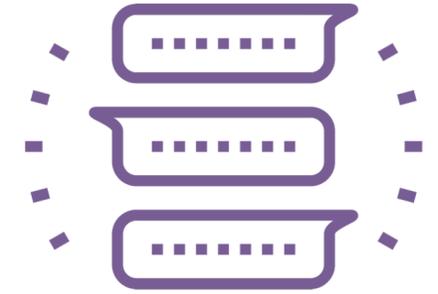
Creating Equity in Virtual Visits



Practice #3: Work Together to Prepare

What do you do now to prepare the family for virtual visits?

Creating Equity in Virtual Visits



Practice #3: Work Together to Prepare

Schedule a quick tech practice before the first visit

Prepare the family for coaching (observation, practice, reflection)

Establish expectations together (login times, length of visits, what to do if tech fails, parent and child interactions)

Lower the stress level by emphasizing your partnership

Creating Equity in Virtual Visits

Practice #4: Check In Frequently

With the family:

Ask how virtual visits are going

Text/email/call between visits

With yourself:

Reflect on your practices and invite feedback

Observe other virtual visits and invite observation and feedback

What Does Equity in EI Feel Like for Families?

- Families **feel...**
 - valued for their strengths and contributions.
 - their identities, home culture, and child rearing practices are respected.
 - their voice is heard and appreciated.
 - cared about and I care about others.
 - their communities and selves are represented.
 - comfortable and welcomed.
 - confident and challenged to build their capacity in positive ways.
 - empowered to achieve their goals and make informed decisions for their children.
 - their family needs are met and that they can work to meet their own needs.



“During [in-person] visits she was more hands on with my child. She is now coaching me through what she would do. I like this a lot better because I find myself [doing] the intervention a lot more throughout the day.”

“Personally, I feel it’s made me a better coach. I’m not there to demonstrate so the parents may feel more hands off. Parents that were hands off and difficult to engage and coach during face-to-face visits were more involved and saw greater progress with their children.

Each telehealth session had them more engaged, asking more questions and willing to attempt more strategies.

I’ve found my sessions are more successful through telehealth.”



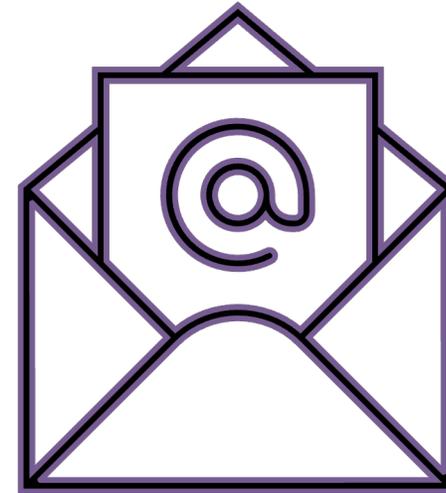
Contact Us

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Upcoming Event



Culturally Sustaining Coaching Approaches

Tuesday, May 24, 2022

This session introduces six early intervention adult learning principles that service providers can use to support caregiver learning during visits with families.

Continuing education credit will be available for this session!

Continuing Education



This webinar has been approved for the following continuing education (CE) credits:

- 1.5 CE Early Intervention credits from the Early Intervention Training Program at the University of Illinois
- 1.5 CE credits for the Certified Family Life Educator (CFLE) program through the National Council on Family Relations
- A certificate of completion

Evaluation Link

Go to the event page for the evaluation and post-test link.

[Continuing Education](#)

Questions?

Email Robyn DiPietro-Wells:
OneOpEarlyIntervention@gmail.com

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