

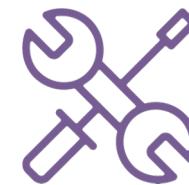
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Using Family-Centered Strategies to Address Challenges

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Event Materials

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Continuing Education

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



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U.S. Department of Agriculture, and the Office of Military Family Readiness Policy,
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Today's Presenters



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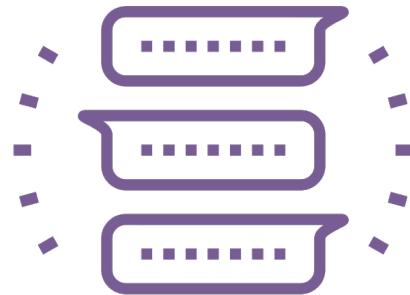
Today's Objectives

1. Identify how common challenges EI professionals face when working in-person may also be challenges in the virtual setting
2. Share strategies for overcoming common challenges (i.e., technology, engaging families virtually)
3. Recognize how to engage families across cultures during virtual service delivery

Terminology Note:

Virtual Visits = Virtual Service Delivery = Live Video Visits = Telepractice = Tele-Intervention = Telehealth

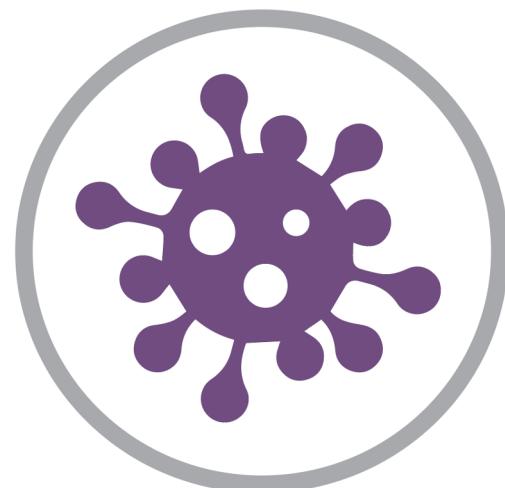
Equity is about individuals, relationships, and systems. A system that is equitable is one in which we value and honor each person for who they are and provide the structures, environment, and resources each person needs to fully participate and reach their greatest potential.



Let's Chat!

What issues related to equity should we consider when we are conducting virtual visits?

Early Intervention Telepractice in the Time of COVID-19 Survey



How has the abrupt change
to telepractice impacted
early intervention services
for families and providers?

Provider Survey

- Typical EI visits before and during the pandemic
- Challenges
- Impact on quality of service
- New practices
- Hopes for the future
- Advice



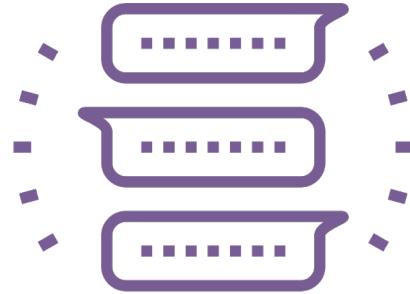
Respondents



Tele-intervention allows me to...

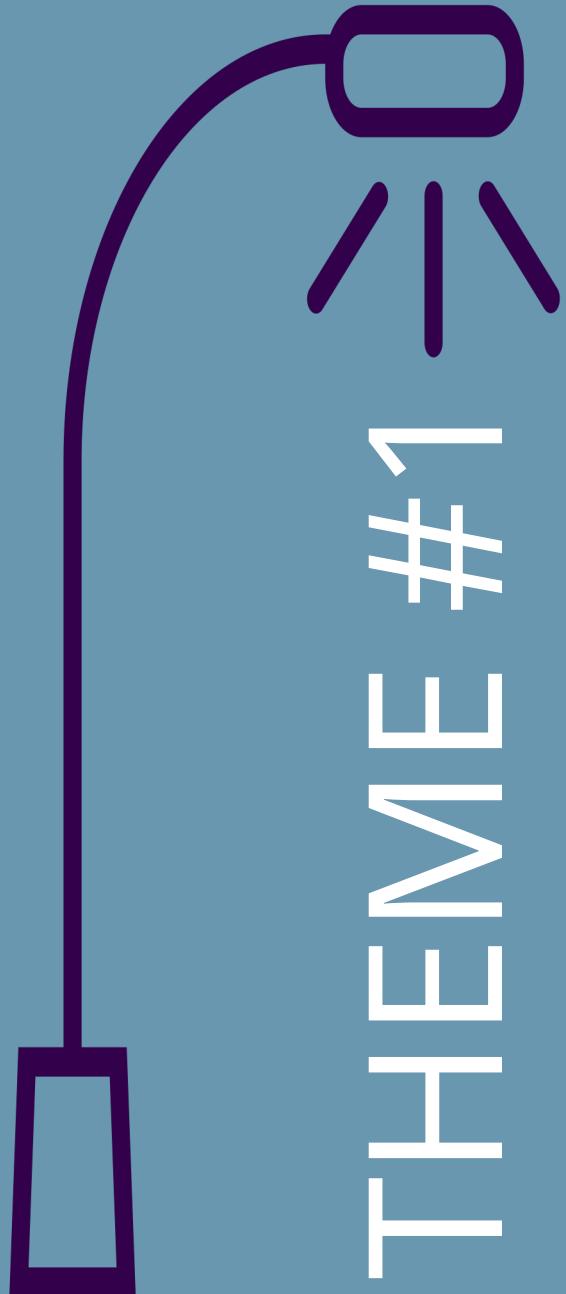


How would you complete this phrase?



Let's Chat!

How did/does tele-intervention improve equitable access to EI services?



Coaching Practices



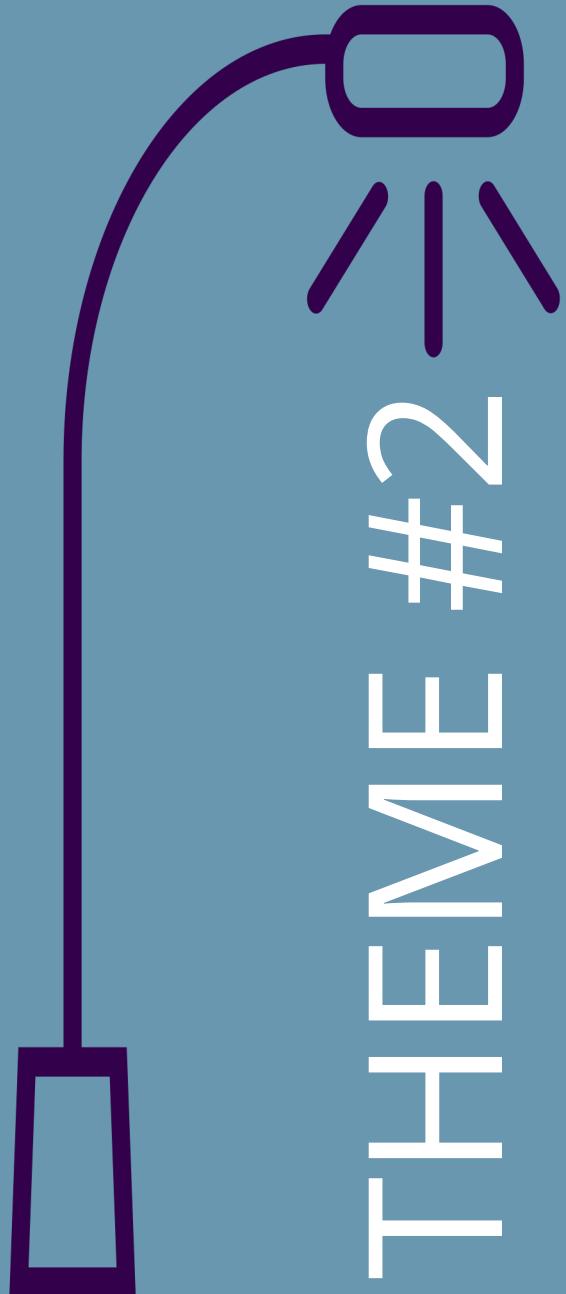
Coaching was mentioned frequently when describing what visits look like both before and during the pandemic.



Previous coaching skills made the transition to telepractice easier.



Using telepractice resulted in improved coaching skills.



THEME #2

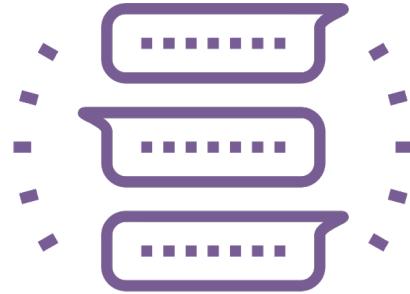
Increased Family Engagement



"Each [telepractice] session had them more engaged, asking more questions and willing to attempt more strategies. I've found my sessions are more successful through telehealth."

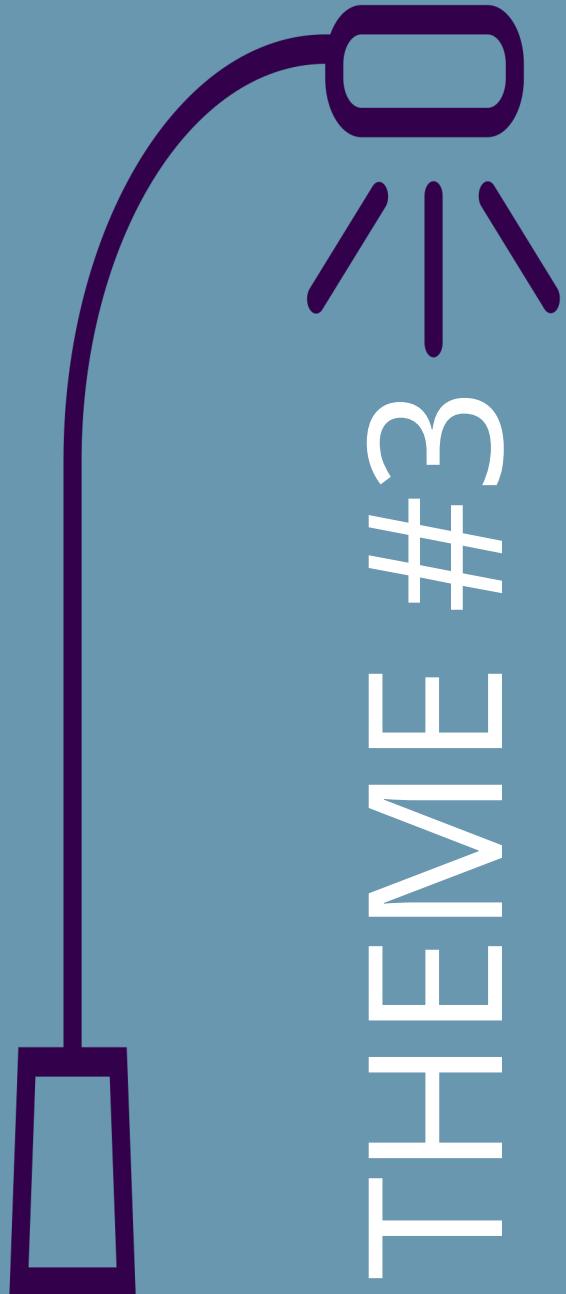


"[Telepractice] takes the emphasis off me as a professional and puts it back on the parent/child interaction where it belongs."



Let's Chat!

What have you noticed about family engagement when providing tele-intervention?



Benefits for Practitioner



Less travel time = more flexibility



Improved coaching skills



More emphasis on parent-child interactions



Better verbal communication about how and why to use recommended strategies



Increased resource sharing

Everything is hard
before it is easy.

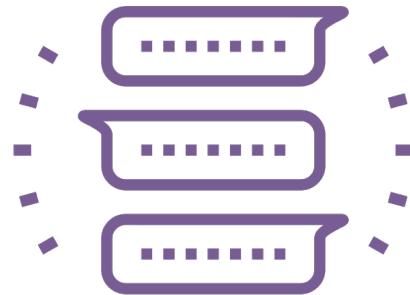
Johann Wolfgang von Goethe



Tele-intervention is hard when...

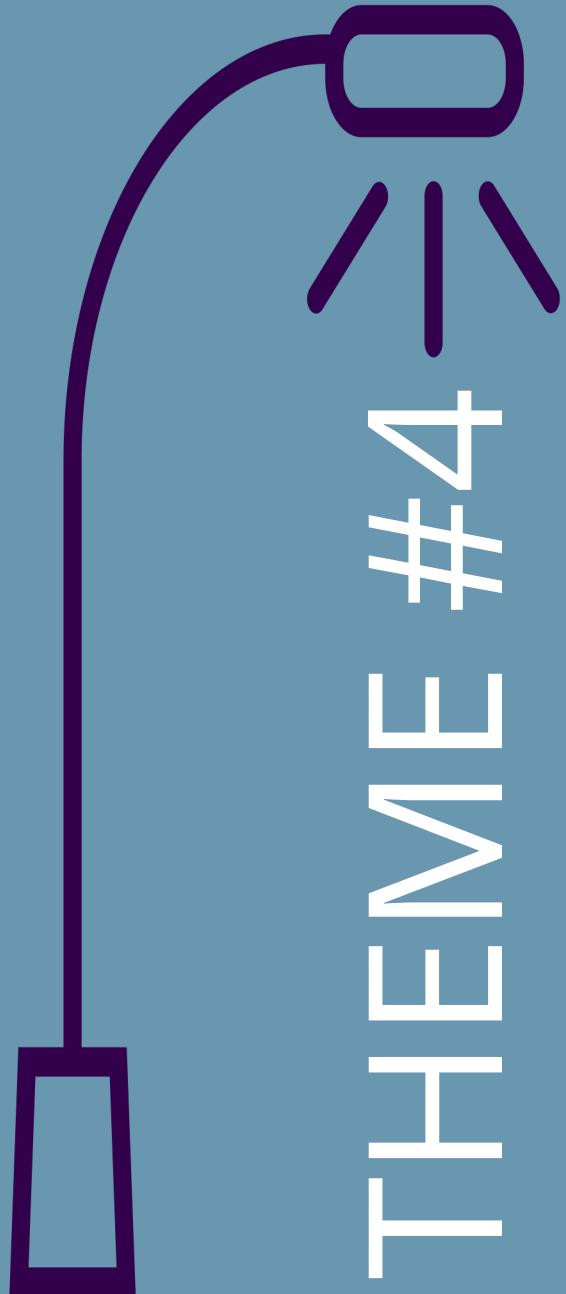


How would you complete this phrase?



Let's Chat!

What challenges have you faced related to equitable access when providing tele-intervention?



Challenges



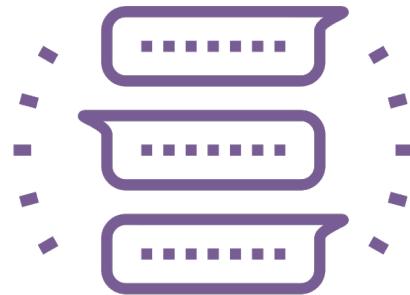
Families declining telepractice services



Managing EI sessions while also managing the practitioner's own family's needs, virtual schooling, and childcare



Technology issues – limited access, wireless/data limits for families



Let's Chat!

How have you overcome these challenges?

THEME #4



Challenges



Difficulty supporting parent-child interactions



Difficulties with:

- Assessing motor development
- Building connections with families
- “Teaching” children without being able to directly model for the parents

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.

1

Caregiver is
distracted

2

Limitations to
Internet Access



3

Toddler is busy and
on the move

4

Family speaks a
language different
from your own

The Caregiver is Distracted...What Do You Do?

You meet with Alex, Jared's dad, every Tuesday morning at 9 am. He logs in on time and has Jared sitting with him. At least 2-3 times in each session, Alex typically must leave the computer to go help his older twins who are at home

too. Alex also works from home and sometimes gets distracted by text messages from his office.



Coaching a Distracted Parent

Check yourself first – no blaming or judgement

Acknowledge the situation and validate Alex's efforts

Reflect with Alex about the sessions and invite his feedback

Reconsider scheduling

Frequency, time of day, # of sessions/week, shorter sessions



Coaching a Distracted Parent

Problem-solve together for how this could work better

Target a relevant, challenging, or enjoyable routine or activity that is important to Alex

Revisit the importance of Alex's role as a partner in teaching his child

Accept the interruptions



The Family Has Limitations with Internet Access...What Do You Do?

Blake stays with his grandmother during the day while his parents work outside of the home. When writing his IFSP, his parents were interested in tele-intervention so they could login to the visits from their offices. When you call Blake's grandmother to

schedule your first visit, however, you find out that she is unfamiliar with how to access the internet except for through her tablet to check email. Her connectivity is also not consistent because she lives in a remote part of the county.



Overcoming Internet Limitations

Gather information about access before considering tele-intervention as a service delivery option

Look for community resources that supplement/support internet access

Schedule a technology check



Overcoming Internet Limitations

Provide hotspot to the family with instructions for how to use it

Consider a combination of virtual and in-person visits as appropriate



The Toddler is Busy...What Do You Do?

Max is a busy two-year-old who is always on the go. You are working with his childcare provider via virtual EI sessions. During the sessions, it is difficult to get Max to stay in view of the webcam so you can see what he does. He will sit for a

moment or two at the kitchen table with his childcare provider for coloring or while spinning his cereal bowl, but then he leaves. During a typical session, you think you probably only see Max onscreen for a total of 10 minutes.



Coaching the Caregiver of a Busy Toddler

Adjust the camera for a wider view of the room rather than focusing on the table

Ask the caregiver if you can follow Max and take the intervention to him

Change your expectations and embed intervention in movement-based activities



Coaching the Caregiver of a Busy Toddler

Gather more information about what Max and his caregiver like to do and where he spends time – then ask to see that

Teach Max's caregiver how to extend practice and his attention one more minute

Consider shorter sessions

Reconsider IFSP goals



The Family Speaks a Different Language from Your Own...What Do You Do?

Dominga and her son, Christian, log in to the virtual teaching sessions using her cell phone. A Spanish-language interpreter, Marta, also logs in so you can see her and the family onscreen. You do your best to communicate with Dominga, with

Marta's interpretation, but when you suggest play activities, Dominga does not always try them during the session and seems uncomfortable.



Coaching Families Across Cultures

Meet with the interpreter to explain how parent coaching works and the need for direct interpretation

Invite ideas about the cultural context of early development and parenting

Ask the parent about what learning and play look like in the family's home

Revisit Dominga's role as an active partner during parent coaching



Coaching Families Across Cultures

Take extra time to build the relationship and work up to practice

Find out about what is most relevant and what Dominga has already tried

Ask if you can observe how they interact/play before coaching about new strategies



Coaching Families Across Cultures

Think about contexts other than toy play and ask for permission to observe/join

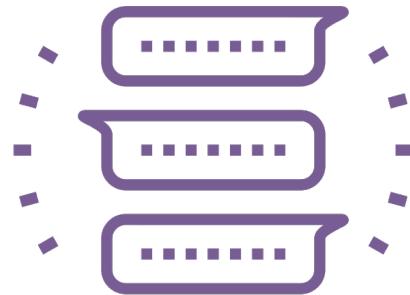
Find out what they like to do or would like you to see then observe and practice during that activity

Schedule your sessions when siblings are home to encourage their participation





**TAKE CARE OF
YOURSELF**



Let's Chat!

What is your ah-ha moment from this webinar? From this series?



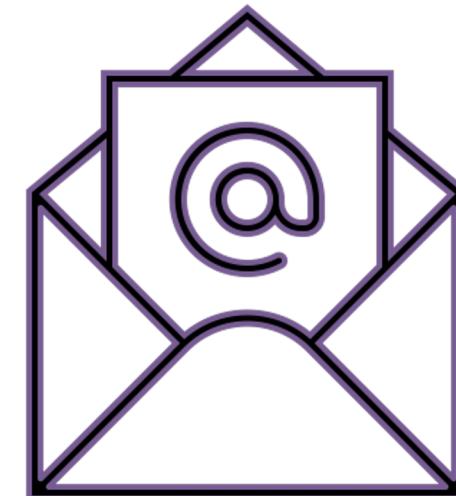
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Formerly Military Families Learning Network

Thank you for participating in this evaluation.

Early interventionists and early childhood professionals: If you would like to receive any of the following:

- 1.5 EI Credential Hours for Illinois providers
- 1.5 contact hours or .15 CEs for Illinois State Licensure continuing education credits
- Certificate of Completion for use with **other states'** credentialing/licensing agencies
- Certificate of Completion for **general use**

Please click on this link to take the post-test: <http://www.usmilitaryfamilieslearningnetwork.org>

Certified Family Life Educators: If you would like to receive 1.5 contact hours (0.15 CEU) from the **National Council on Family Relations** to Certified Family Life Educators (CFLE) for this webinar, please click on this link to access your certificate: <http://www.usmilitaryfamilieslearningnetwork.org>

Evaluation Link

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Questions?

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