

**Parent Child Interaction:  
Observing and Listening  
in the  
Virtual Environment**

June 10, 2020

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### Presenters

 <p>Robin Roberts Implementation Support Specialist and International Initiatives Parents as Teachers National Center</p>	 <p>Jennifer Abaid Director ParentChild+ Boys Town South Florida</p>
 <p>Andrea Minor ABC Clinical/Fidelity Supervisor and Trainer ABC Dissemination Team University of Delaware</p>	 <p>Angela Rau Virtual Parent Education Specialist Parents as Teachers National Center</p> 

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### RR-VHV Resources



- Webinar registration
- Webinar recordings
- Slide decks
- Tip sheet, learning guide and other resources
- Certificate of participation

<https://institute4sp.org/covid-19-rapid-response>



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**Poll**

What is your primary role?



The logo for RAPID RESPONSE features a green house icon with a heart inside, and the text "RAPID RESPONSE" above "VIRTUAL VISIT SERVICES" below it.

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**Poll**

How do you typically provide virtual visits at this time?



The logo for RAPID RESPONSE features a green house icon with a heart inside, and the text "RAPID RESPONSE" above "VIRTUAL VISIT SERVICES" below it.

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**Poll**

What experience do you have with coaching parent child interactions in virtual visits so far?



The logo for RAPID RESPONSE features a green house icon with a heart inside, and the text "RAPID RESPONSE" above "VIRTUAL VISIT SERVICES" below it.

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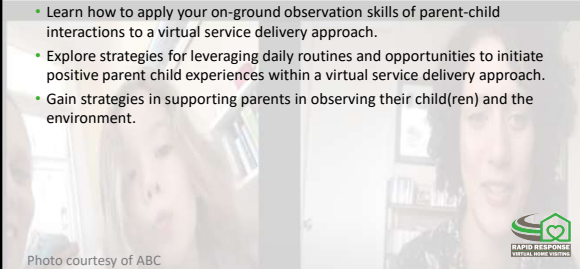
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### Learning Objectives

- Learn how to apply your on-ground observation skills of parent-child interactions to a virtual service delivery approach.
- Explore strategies for leveraging daily routines and opportunities to initiate positive parent child experiences within a virtual service delivery approach.
- Gain strategies in supporting parents in observing their child(ren) and the environment.

Photo courtesy of ABC



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### National FSP Competencies

Domain 1: Infant and Early Child Development  
Dimension 5: Early learning  
Component a: Routines and interactions

Domain 3: Parent-Child Interactions  
Dimension 11: Influences on parenting  
Component b: Social context  
Component d: Parental self-efficacy

Dimension 12: Parent-child relationships  
Component a: Attachment  
Component b: Sensitivity and responsiveness  
Component c: Facilitation of interactions

Dimension 13: Developmentally appropriate guidance  
Component c: Promoting self-regulation

Domain 7: Relationship-Based Family Partnerships  
Dimension 27: Collaboration  
Component a: Role of the family support professional

Domain 9: Effective Home Visits  
Dimension 32: Planning  
Component b: Focus on positive child outcomes and parent-child interactions

Institute  
for the Advancement of  
Family Support Professionals



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### Supporting PCI In Virtual Home Visiting



Photos courtesy of ParentChild+,  
Boys Town



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### PCI in Virtual Service Delivery





Photo courtesy of ABC



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### Parent Child Interaction



Photos courtesy of Ounce of Prevention

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### Where



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### Poll

Where are families choosing to participate in virtual visits during this time?



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### Your Environment



**Boundaries are blurred:**

- Your home environment is your backdrop
- Your children/family may “photobomb” your visits
- You are experiencing the same distractions and concerns as your families - authenticity



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### When PCI Happens



- **In real time** during phone call and video visits
- **Through previous interactions** the family shares with you through video, photo, text, and conversation



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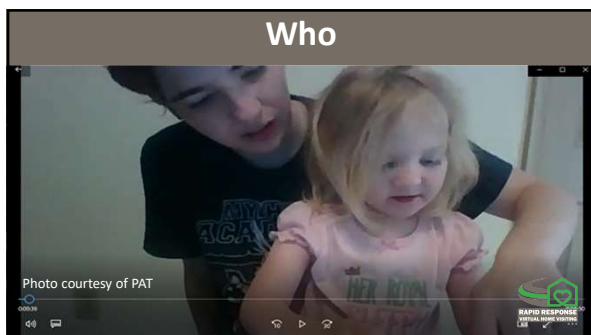
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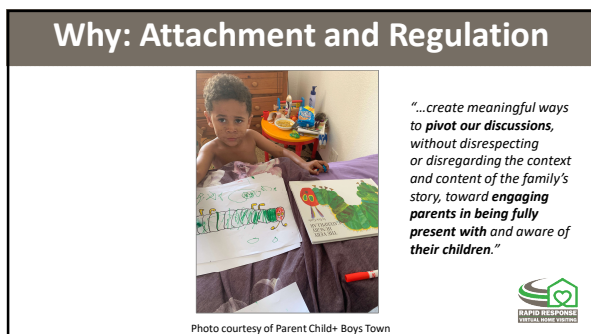
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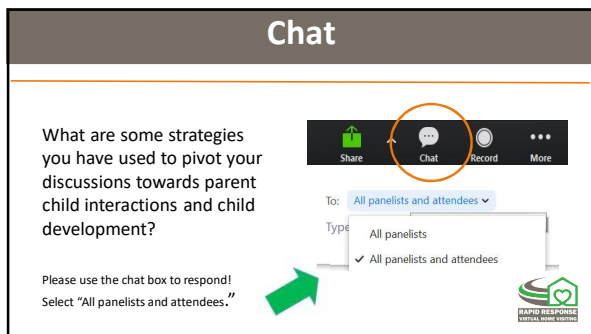
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### Prevention of Child Abuse and Neglect



- Focus on attachment and regulation
- Families want the best for their children
- Support moments of positive parent child interactions

Photo courtesy of Ounce of Prevention



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### Prevention of Child Abuse and Neglect

Reports ↓ Risk ↑



Parent-Child Interaction: Observing & Listening in the Virtual World Tips  
Available @ <https://msihutefsp.org/covid-19-rapid-response>



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### Promotion of Parental Self-Confidence



Wonder what he might be thinking...?

Photo courtesy of Ounce of Prevention



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### Setting Up for PCI



View recording:  
*Observing, Listening, and Understanding in the Virtual Environment*

<https://institutesfp.org/covid-19-rapid-response>

Photo courtesy of ABC



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### Supporting the Experience

Norms of the experience:

- Screen as a window
- Device is propped
- Different screen interactions than video calls with family & friends
- Children can move about the space
- Amplified/exaggeration of self
- Importance of lighthearted moments





Photo courtesy of ABC



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### Case Example



Photo courtesy of ABC



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### Poll

How might you handle this challenge in a visit?



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### Case Example



- Successful virtual visits **can** happen when child is distracted by device
- **Normalize** experience for family to minimize power struggles
- Use child's interest in device **as a tool** for shared experience between the parent and child

Photo courtesy of ABC



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### Supporting Parents

Strategies to support you in supporting parents:

- Share the norms of the visit
- Plan structured check-ins and reflections
- Monitor your pacing
- Create space for interaction through use of pauses and quiet
- Relieve the pressure of performance



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### Verbal Video



- Description of what a person sees, hears and feels in the moment
- Like a video clip playing in your mind



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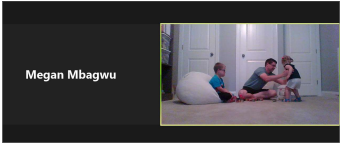
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### Chat

How might you ask Dad to give you a verbal video of what is happening during this time with his son and daughter?



Megan Mbagwu

Please use the chat box to respond! Select "All panelists and attendees."



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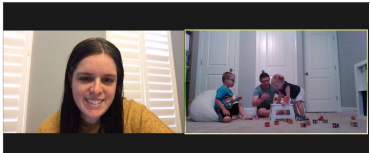
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### Supporting PCI Outside of Visits



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### Supporting PCI Outside of Visits



Photo courtesy of Ounce of Prevention



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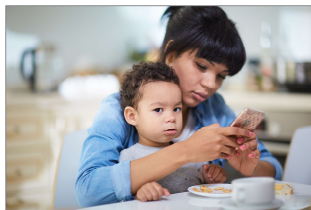
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### Supporting PCI Outside of Visits



- Parent sharing about a previous interaction
- Parent sending email/text/voice mail updates between sessions about interactions
- FSP sharing worksheets, resources, check-in between sessions
- Review of screenshots or video recordings of a visit



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### Role of Nurturing Caregiver



- Daily check-ins
- Dropping off activity kits
- Calls or texts
- Be creative!



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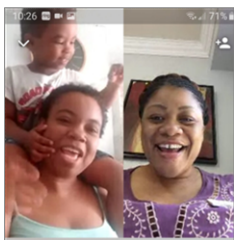
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### Erwens' Story



- Music and dance
- Using materials the family has available in the home
- Supporting use of daily routine
- Supporting use of books to help them "come alive"



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### Call to Action



- Verbal video strategy
- Video recording or screenshot reflection



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## Credits

We extend a special thank you to the team that created this webinar:

- Jennifer Abaid, ParentChild+
- Elizabeth Allen, ABC
- Luanne Austin, Health Education Design Group, JMU
- Christine Camper, Families Forward Virginia
- Jennifer Case, Early Impact Virginia & The Institute for the Advancement of Family Support Professionals
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- Lynette DeBios, Ounce of Prevention
- Andrea Minor, ABC
- Michele Morrison, ParentChild+
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- Angela Rau, Parents as Teachers National Center
- Caroline Roben, ABC
- Robin Roberts, Parents as Teachers National center
- Heather Taylor, Health Education Design Group, JMU
- Nick Wechsler, Ounce of Prevention

We would like to extend a special thank you to the families and their family support professionals who shared photographs for the webinar.



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## References



The information provided in this document is based on the research and findings of the collaborative initiative between Parents as Teachers National Center and the USC Suzanne Dworak-Peck School of Social Work Telehealth Clinic. The virtual service delivery demonstration, conducted by Dorian Traube, PhD, at the University of Southern California and staff from Parents as Teachers National Center, served seven communities in California and Missouri.

- <https://www.washingtonpost.com/education/2020/04/30/child-abuse-reports-coronavirus/>
- Roggman, Lori A., Boyce, Lisa K, & Innocenti, Mark S. Developmental Parenting: A Guide for Early Childhood Practitioners. 2008



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