



Rapid Response Virtual Home
Visiting Webinar Series
Webinar #2

Engaging Families in
Virtual Connection

April 27, 2021



Agenda



Housekeeping	Lisa Hong, NICHQ
Welcome	Olivia Giordano, NICHQ
Engaging Families in Virtual Connections	Jeanna Capito, RR-VHV Shayla Collins Jessica Rodriguez Duggan Angela Rau
Questions	All
Closing	Olivia Giordano, NICHQ

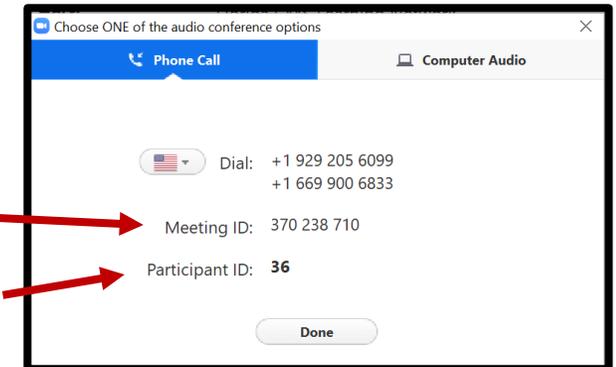
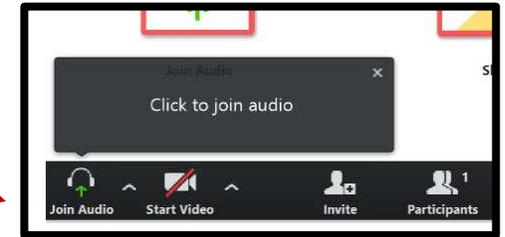
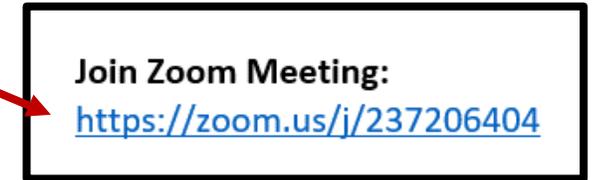
Meeting Logistics



- This session is being recorded.
- All participants are muted upon entry. We ask that you remain muted to limit background noise.
- Members are encouraged to participate in the discussion by typing your comments or asking questions using the chat box.

Connecting to the Audio Conference

- Join the Zoom Meeting by **clicking the Zoom Meeting link** & launching the Zoom application
- An audio conference box will appear
 - If you do not see the box, click '**Join Audio**'
- From the audio conference box, select '**Phone Call**' or '**Computer Audio**'
 - If using the phone:
 - Dial one of the given numbers next to "**Dial**"
 - You will be prompted to enter the **Meeting ID**
 - Then you will be prompted to enter the **Participant ID**



How to Chat

The image shows a Zoom Meeting window with three numbered callouts:

- 1** Click the **Chat** button at the bottom of the Zoom window.
- 2** A sidebar will appear where you can chat to all participants.
- 3** Chat here to everyone!

The screenshot displays the Zoom Meeting interface. At the bottom, the 'Chat' button is highlighted with a red box. A sidebar on the right side of the window is also highlighted with a red box, showing the 'Chat' tab selected. The sidebar contains a 'To:' dropdown menu set to 'Everyone', a 'Type message here...' input field, and a 'File' button.

Welcome

Olivia Giordano

Healthy Start
TA & Support Center

Rapid Response Virtual Home Visiting Webinar Series Schedule



Webinar 1	April 1, 2021 3-4:30 p.m. EST
Webinar 2	April 27, 2021 2-3:30 p.m. EST
Webinar 3	May 26, 2021 2-3:30 p.m. EST

Engaging Families in Virtual Connections

Jeanna Capito

Jessica Rodriguez Duggan

Angela Rau

Shayla Collins



RAPID RESPONSE
VIRTUAL HOME VISITING

Engaging Families in Virtual Connections

Healthy Start Discussion

April 27, 2021

Welcome and
Introductions

Overview

Engagement



Between Sessions CHECK IN

In the course of your interactions with families over the next few weeks, think about times you support the family to focus on their child, their parent-child interaction, or their child's development?

Mindfulness

- Introduction to mindfulness concept
- First mindfulness activity after this slide

"Caring for myself is not self-indulgence. It is self-preservation, and that is an act of political warfare"

- Audre Lorde



Strategies – A
Protective
Factors
Approach



Strengthening Families Protective Factors

Protective factors are characteristics or strengths of individuals, families, communities or societies that act to mitigate risks and promote positive well-being and healthy development.

- Strengths-based ideas
- Guide programs and supports
- Prevention of child maltreatment

TO promote healthy outcomes



Protective Factors Approach

- Parental Resilience
- Social Connections
- Knowledge of Parenting & Child Development
- Concrete Support in Times of Need
- Social and Emotional Competence of Children

FOCUS:
Two Protective
Factors

Knowledge of
Parenting & Child
Development

Social and
Emotional
Competence of
Children

Knowledge of Parenting & Child Development



Jazmeerah, Mom and Carmen
Nichole Fairly, Family Support
Professional and
Topeka, Kansas





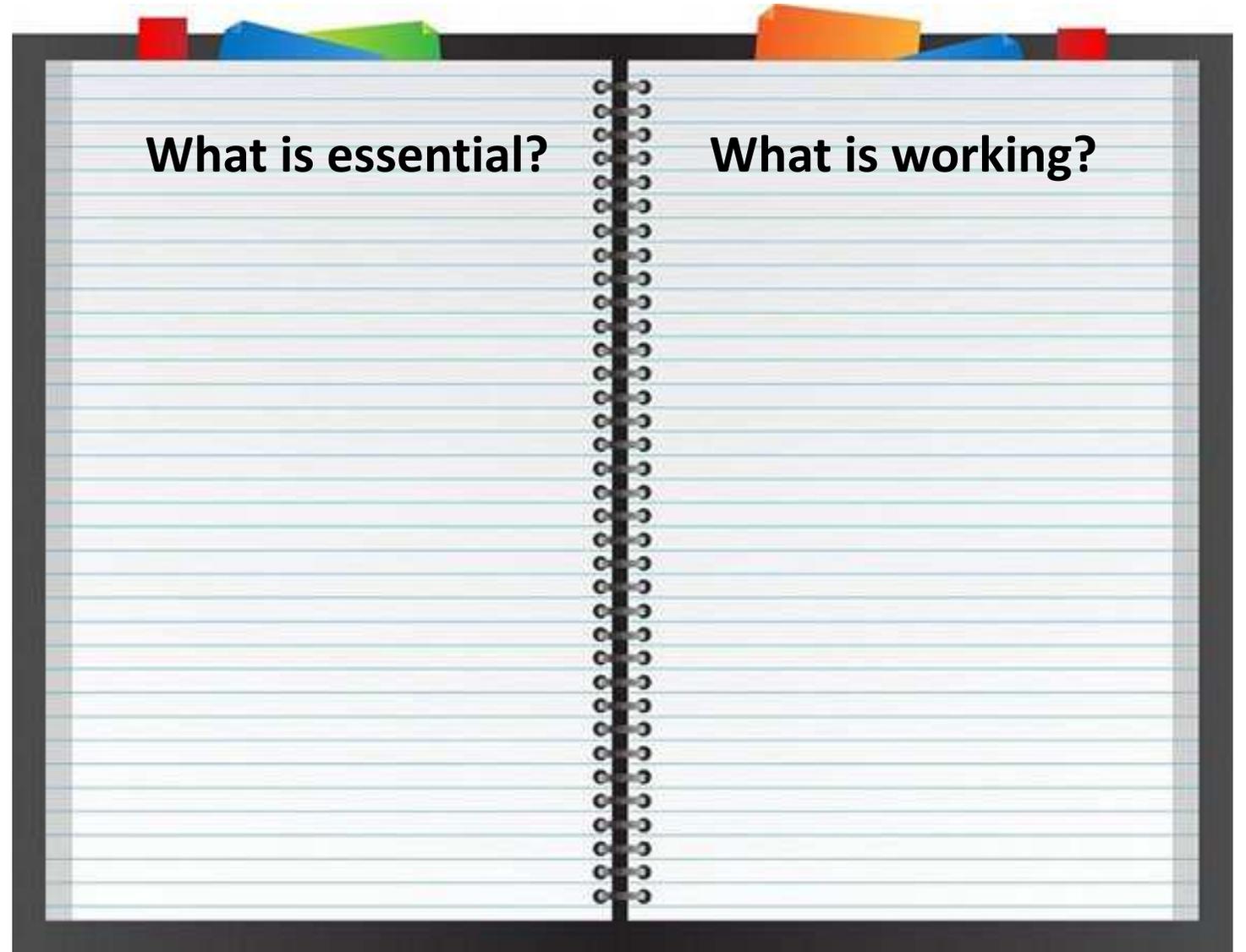
*Being a Parent
is part natural
and
part learned*

What are you noticing is essential when observing, virtually?



What are some methods for virtual coaching conversations that are working?

Virtual Coaching Strategies



A woman with curly hair, seen from behind, is sitting on a colorful rug on a wooden floor. She is holding an open book and appears to be reading to a young child who is sitting in front of her. In the background, there is a pink play kitchen set with a sink, stove, and oven. A laptop is open on the counter of the play kitchen, displaying a video call with a person's face. The scene is dimly lit, with a dark overlay on the left and right sides of the image.

Shifting

What are you noticing?

Schedule vs. Routine

SCHEDULE vs ROUTINE

Schedules:

Can be rigid

Inhibit flexibility and individuality

Can lead to power struggles

Lack choice

7:00 AM	Wake up
8:00 AM	Breakfast
9:00 AM	Free Play
10:00 AM	Snacktime
11:00 AM	Playtime: Art
NOON	Lunch: Hotdogs
1:00 PM	Walk Downtown
2:00 PM	Nap
3:00 PM	Snack time
4:00 PM	Free Play
5:00 PM	Playtime: Blocks
6:00 PM	Dinner
7:00 PM	Storytime: Dogs!
8:00 PM	Bedtime
9:00 PM	
10:00 PM	

Wake up

Breakfast

Playtime

Lunch

Nap

Playtime

Dinner

Bedtime

Sunrise

Morning

Noon

Afternoon

Evening

Sunset

Night

Routines:

Develop self-control

Build Attachment

Reduce Power Struggles

Guide positive behavior

Help children cope with transitions



Screening and Monitoring

Materials Needed to Administer ASQ-3

Infant
2-18 Months

- ### 2 Month Questionnaire
- Baby bottle*
 - Block (small)* (use for object)
 - Toy (small)*

- ### 4 Month Questionnaire
- Baby bottle*
 - Block or toy (small)
 - Mirror*

- ### 6 Month Questionnaire
- Block or toy (small)*
 - Mirror*
 - Cheerios or other small food

- ### 8 Month Questionnaire
- Block
 - Cup*
 - Mirror*
 - Cheerios or other small food
 - Cracker or cookie
 - Crib rail or supportive furniture

- ### 9 & 10 Month Questionnaires
- Baby bottle (clear)*
 - Blocks or toys (small) 2*
 - Book (with pictures)*
 - Cup*
 - Shoelace* (use for string)
 - Toy (small)*
 - Cheerios or other small food
 - Child's clothing with sleeves (e.g., coat, jacket, shirt)
 - Cracker or cookie
 - Crib rail or supportive furniture
 - Paper



Administering ASQ-3 in Virtual Environments: Guidelines for Providers Working Together with Parents

4-5 weeks before target screening date

1. Prepare parent for screening:

- Send what's needed to the parent:
 - ASQ-3 Parent Guide
 - ASQ-3 Materials List
 - Correct ASQ-3 questionnaire for child's age (PDF: Use ASQ Calculator App)
- Use the parent's preferred method:
 - Email paper questionnaire
 - Email guide and list with online Family Access URL, send instructions to download/print questionnaire, Test jig images

2. Review screening and ASQ-3 using video conferencing or phone:

- Review ASQ-3 Parent Guide and ASQ-3 questionnaire with the parent.
- Review how to go through ASQ-3 questionnaire responses together.
- Ask: "Do you have any questions?"
- Ask: "Do you have any concerns about completing ASQ-3?"
- Ask: "What do you need to get started? We will go through ASQ-3 together at our next visit, but it would be great to start looking for or trying some of these activities over the next few days."
- Ask: "How can I help support you?"

3. Support parent to gather and adapt materials/activities as needed using video conferencing or phone:

- Review ASQ-3 Materials List with the parent.
 - If a family does not have needed materials, problem solve with the parent how to make or use other materials in the home to elicit the skill.
 - See ASQ-3 Materials & Item Adaptation Guide for guidance and suggestions.
- Omit items if materials are unavailable or cannot be adapted, follow ASQ-3 rules for omitting items:
 - Up to 2 items per domain may be omitted.
 - Domain totals need to be adjusted if items are omitted.
 - ASQ Online automatically adjusts scores, use ASQ Calculator app for help with omitted item score adjustment calculation (or refer to ASQ-3 User's Guide).

Screening and Monitoring

Challenges



Protective Factors Approach

Social and Emotional Competence of Children

Family and child interactions that help children develop the ability to communicate clearly, recognize and regulate their emotions and establish and maintain relationships



Social and Emotional Competence of Children

Relationships are the foundation for children's social and emotional development

Relationships support and influence how children learn about themselves and world around them

Early experiences fundamentally influence what children are learning about themselves and the world around them

Role of Parent-Child Relationship



Key components of supporting social and emotional growth:

- Sensitivity of adult's responses
- Respect demonstrated for child
- Regard for child's perspective



REFLECTION

*How do you support
parents in responding
sensitively to their child?
With child development in
mind?*



"Las visitas [virtuales] me liberan. Yo aprendo, ella (BA) aprende cosas nuevas, y yo me desestreso con usted" Ariana (MOB)---



"The [virtual] visits make me feel lighter. I learn things, [BA] learns new things, and I feel less stressed."



RR-VHV Resources

The screenshot shows the website interface for the Institute for the Advancement of Family Support Professionals. The main heading is "RAPID RESPONSE VIRTUAL HOME VISITING". Below this, there is a navigation bar with "Your Dashboard", "All Modules", "Your Compass", and "Hi Red!". The page content includes a logo with a house and heart, a paragraph about the collaborative's purpose, a "Want to help?" section with a "Contact the RR-VHV for more information" button, and a "Guiding Principles" section with three sub-sections: "Accessible", "Strength-based", and "Shared Responsibility". There are also buttons for "Resources" and "Frequently asked questions".

Institute
for the Advancement of
Family Support Professionals

Your Dashboard All Modules Your Compass Hi Red!

RAPID RESPONSE VIRTUAL HOME VISITING

Resources
Frequently asked questions

Want to help?
If you would like to support our efforts, please let us know!
[Contact the RR-VHV for more information](#)

Guiding Principles

Accessible:

- All materials will be provided free of charge and made accessible to providers through the Institute and other platforms.
- All information and resources shared will be designed to meet the needs of all home visiting professionals.
- All materials developed as a result of this project will remain available to support future needs of the field.

Strength-based:

- Include as many provider networks as possible in content and resource development.
- All providers bring unique and important views. Expertise will be sought based on content area and specific needs.
- Every effort will be made to be as inclusive as possible. However, it is important to remember that no one individual or organization is expected to have expertise in every area. Please assess your own areas of strength and capacity to determine those areas in which you believe it is most important to be involved.

Shared Responsibility:

- The RR-VHV will create a streamlined process for information gathering and sharing that is inclusive of all providers.
- It will be up to each provider network to determine the most efficient way for inclusion in rapid decision making and content review.
- To maintain a rapid response framework, we

Available Webinars

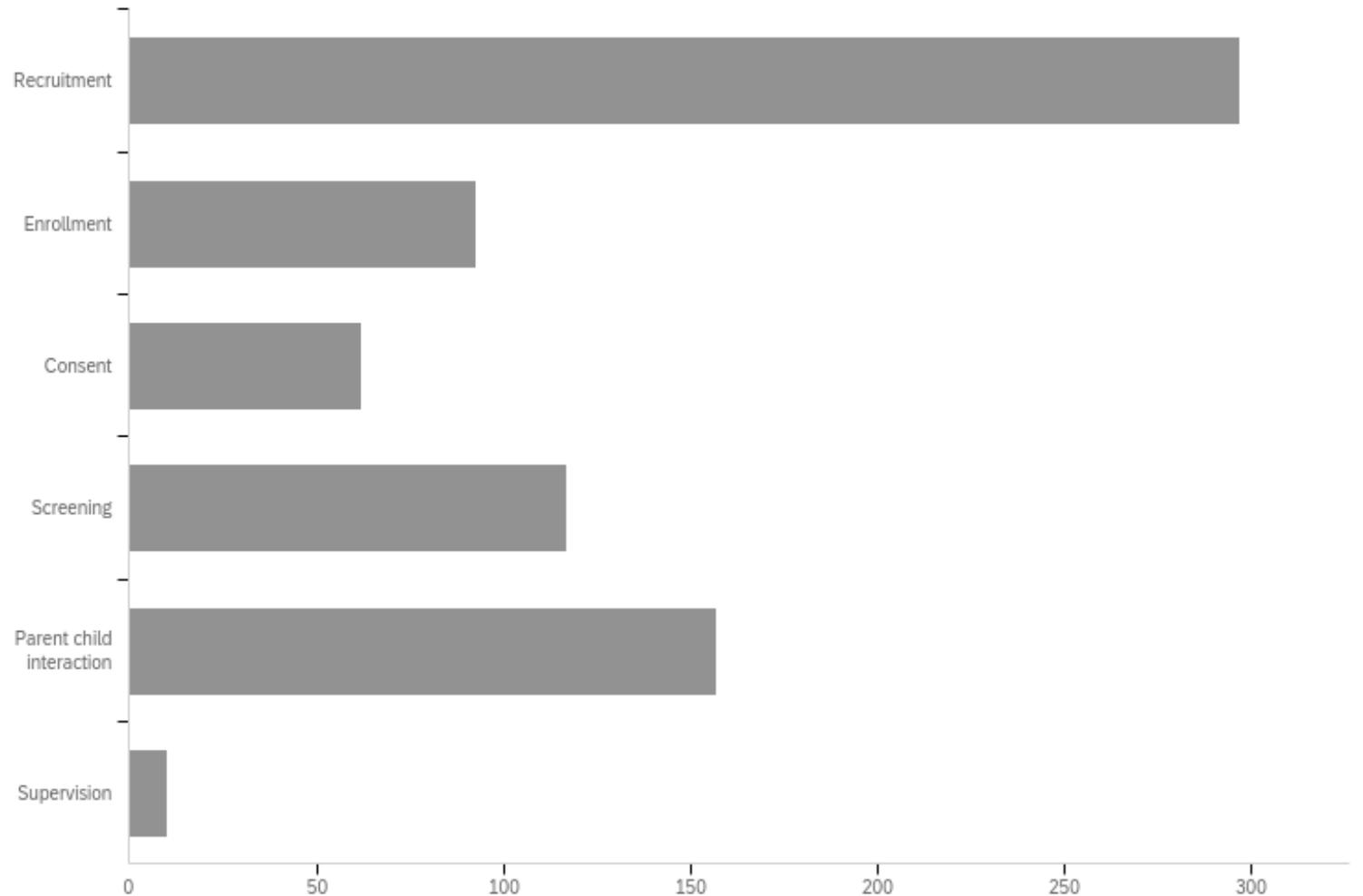
Home Visiting Models and COVID 19 Response
(Friday, April 3, 2020)
If you are having difficulties accessing the webinar, click here to download the video.
Learn how HRSA and national home visiting models are responding to the COVID 19 crisis. The discussion will explore needs and priorities from the field, model guidance, resources available to support current efforts and responses from federal, state and local levels.

Virtual Visit Readiness
Learn the basics of using different types of technology to connect with families.
Available Resources:
[Readiness Reflection \(pdf\)](#)
[Troubleshooting Tips \(pdf\)](#)

Webinar recordings, slide decks, and supporting documents are available at:

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

What area has been the most challenging to complete using virtual home visitation?





RAPID RESPONSE
VIRTUAL HOME VISITING

Thank you!

Next session: May 26th, 2-3:30pm eastern



Closing

Olivia Giordano
Healthy Start TA & Support
Center

**Next Webinar:
May 26 from 2-3:30 p.m. EST**

Request 1:1 TA

- The RR-VHV team is available for 1:1 TA!
- To request individual TA, visit EPIC
 - Under the “HS EPIC Center” tab, click “Request Technical Assistance”



Can be found on the EPIC website or
bit.ly/hs-deadlines-and-events

May 2021

Deadlines:

- May 15 HSMED-II Report (CSV or XML) Due
- May 30 Aggregate Report (Excel) Due

Events:

- May 3 [Maternal Mental Health Webinar #2](#)
- May 5 HS Breastfeeding Cohort Meeting #3 — *Cohort members only*
- May 6 [Focus Group: The Legacy of Slavery and Impact of Racism on Breastfeeding](#)
- May 6 NPCL Fatherhood Development Training Day 1 – *Registrants only*
- May 7 NPCL Fatherhood Development Training Day 2 – *Registrants only*
- May 11 [Fatherhood Talk Tuesday](#)
- May 17 TIROE CoP Learning Session #1 – *COP members only*
- May 18 [Maternal Mental Health Webinar #3](#)
- May 19 Healthy Start COIN Meeting #6 — *COIN members only*
- May 19 HS Evaluation Cohort Meeting #2 — *Cohort members only*
- May 20 [Quality Improvement Learning Academy Meeting #4](#)
- May 26 [Rapid Response Virtual Home Visiting Series Webinar #3](#)
- May 27 [HS CAN Learning Academy Meeting #1](#)

Healthy Start Staff Support Groups hosted by Postpartum Support International – held weekly through May 2021

- Frontline Staff Group: Wednesdays from 3-4 p.m. EST
- Project Directors/Managers Group: Mondays from 2-3 p.m. EST



Thank
You!