

Parent-Child Interaction: Supporting Interactions & Learning in the Virtual Environment

Note to Learner: The Rapid Response – Virtual Home Visiting team encourages you to complete the webinar and activities with the support of your supervisor. The notes below will guide you in preparing for the webinar, following up with your supervisor after the webinar, supporting transfer of learning into daily practice, and extending learning through individual supervision.

Ongoing:

- View RR-VHV webinars as an investment in skills and knowledge to help improve your effectiveness as a family support professional.

Before the webinar:

- Review webinar description, objectives and family support professional competencies

During the webinar, the learner:

- Reflects on own response
- Identifies questions and concerns

After the webinar, the learner:

- Rates knowledge of learning objectives
- Reflects on webinar content and identifies key takeaways
- Identifies general and model specific questions
- Develops an action plan for applying skills and knowledge in daily practice
- Meets with supervisor to:
 - Discuss reflections and questions
 - Develop action plan for applying skills and knowledge in daily practice

In this webinar we will explore how to support parent-child interactions and learning through both telephone and interactive video conferencing visits in order to support positive parent-child experiences. This is Part 2 of the PCI series.

NATIONAL FAMILY SUPPORT PROFESSIONAL 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

After the Webinar

Rate Your Knowledge (Scale of 0 to 5, 0 = no knowledge, 5 = significant knowledge)

Learning Objective	After Training
Use observations of routines and play to support and sustain parents' interactions with their children	
Recognize the timing and techniques related to non-intrusive support	
Apply feedback strategies to a virtual service delivery approach	
Partner with families to solve engagement challenges	

Reflections on what I learned

(a reflection can be an individual or group experience)

Summarize:

- What was your impression?
- What are some supportive information?

Examine:

- What are some ways the information or experience compares to your experience?
- What needed clarification?

Build:

- What could you do with the information or your new awareness?
- What else could you do?
- What do you want to do?

Commit:

- What will you do?
- What steps will you take first?

Questions and concerns I identified:

Action Plan:

Each learner's plan will be unique. We recommend including an activity you complete individually, one you complete with a peer and one you complete with your supervisor during reflective supervision.

- If you are providing phone visits, practice commenting on the reactions of the child, such as, "I hear her laughing and squealing with delight, what are you doing to get that reaction?" During a pause, you may comment, "It sounds quiet right now, what's he doing?"
- If you are providing video visits, practice noticing what the parent is doing to keep the child engaged. Encourage the parent by giving them some affirming smiles, thumbs up and quite clapping.
- Use the space below for other strategies you want to try.

My Action Plan

Action	target date	date completed



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.