

Scaling Virtual Home Visiting: Lessons and Insights

September 22, 2020

The logo for 'The Campaign for GRADE-LEVEL READING' is a square with a black border. The text is arranged in three lines: 'The Campaign for' in a small font, 'GRADE-LEVEL' in a medium font, and 'READING' in a large, bold font, all in a dark blue color.

Moderator



Constance Gully
President and CEO
Parents as Teachers National Center

Presenters



Safiyah Jackson
Early Childhood Systems
Director
North Carolina Partnership
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Commentators



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Associate Professor of Psychiatry
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Campaign for Grade Level Reading: Learning Tuesdays



Parents as Teachers®



September 22, 2020

Goals of Parents as Teachers



- Increase parent knowledge and engagement and improve parenting practices
- Increase school readiness and school success
- Provide early detection of developmental delays and health issues
- Prevent child abuse and neglect

Parents as Teachers: USA Footprint

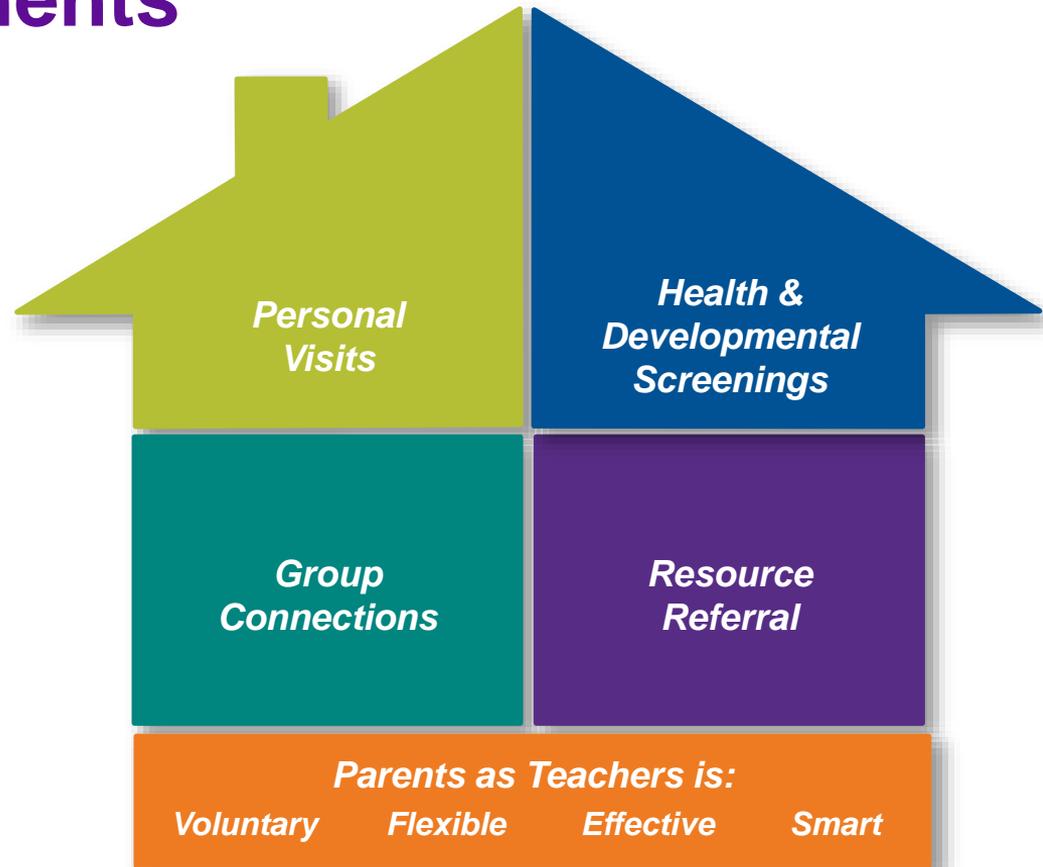


188,253 families

226,904 children

PAT Model Components

- Personal visits
- Health & developmental screenings
- Resource referral
- Group connections



Before the COVID-19



100%
Virtual



Parents as Teachers.

USC Suzanne Dworak-Peck
School of Social Work
Telehealth

PAT Virtual Visits Since COVID

Total number of virtual visits = 269,520





**Home Visiting Is Essential
(We never closed)
Action steps to ensuring
program sustainability
during COVID19**

**NATIONAL
ALLIANCE**
of home visiting models



Parents as Teachers

Institute 
for the Advancement of
Family Support Professionals

Advisory Team: Guides the Response

Thought leaders from across the field including National Model Alliance Member organizations, Association of State and Tribal Home Visiting Initiatives (ASTHVI), HV-ImpACT, HV-CoIN, University of Southern California, Brazelton Touchpoints Center, etc.



ParentChild+





RAPID RESPONSE VIRTUAL HOME VISITING



- links to register for webinars
- webinar recordings
- slide decks
- resources

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

“These have been very helpful for me as I support my team and have been encouraging them to view the recordings on their own schedule so that they can keep up visits with families”

RR-VHV Durable Content Modules



- Re-purposed, deepened webinar content
- Series of 45-minute modules
- Focused on virtual service delivery
- Model agnostic
- Free and accessible

RR-VHV Content Threads and Buckets

- Parental empowerment
- Equity lens, cultural considerations
- Hybrid services – IVC and phone
- Engagement
- Virtual vitality – self care



- Referral to Enrollment
- Family Engagement
- Screening & Assessment
- Parent-Child Interaction
- Family Support
- Supervision



NC Vision for Home Visiting and Parenting Ed

All families have access to a range of parenting education supports, from the prenatal period to age eight, within a coordinated delivery system, which will positively impact parent-child relationship and family and child well-being.

- **CHOICE:** To advance a continuum of home visiting and parent education models and intensity, with equitable access to families in need and seeking the services.
- **QUALITY SUPPORTS:** To align and coordinate home visiting and parenting education in a manner that maximizes the potential of the workforce and each model, leverages the best of knowledge and supports across the early childhood system, and results in mutually reinforcing activities across models and the system.
- **RACIAL EQUITY:** To build and maintain a system that remediates racial and economic inequities through the equitable access points, quality and distribution of services.
- **INTEGRATION:** To develop a system that will advance home visiting and parenting education while fully integrating home visiting and parenting education as part of the bigger system of early childhood, maternal and child health, and social services in North Carolina.
- **IMPACT:** To develop and operationalize, supporting at a systemic level, strategies that maximize resources, support efficiency in operations, allow for leveraging of model impacts and implementation approaches, and are continuously informed by outcomes for children and families.

Alignment and Integration

Professional Development, Training and Technical Assistance

Workforce will have access to and utilize professional supports aligned to core competencies for the delivery of HV and PE programming.

Assessment and Planning

Assessment and planning will support local systems in their ability to maintain a multi-model approach in their community.

Crisis Spurs Momentum

System Component: Governance and Administration

Common messages across multiple systems to support awareness and knowledge of the role of these programs, to increase access to programs and local choice, and to advance the collaborative approach to a HVPE system.

System Component: Monitoring and Accountability

Monitoring family outcomes data at the system level, analyzing data results, and planning responses to the data.

Home Visiting Rapid Response Inspiration



The time is NOW

home visiting and parenting education as part of the bigger system of early childhood, maternal and child health

RR-VHV Advisory and Content Development Role

- **Collaborative in the truest sense of the word**
 - Models, implementing agencies, field reps, partners from the federal, state, tribal, local levels
- **Rapid**
 - Important to have volunteers and members who can work on a quick turnaround
- **Responsive**
 - Guidance for models and providers ultimately ends up supporting families
 - Uncharted territory

RR-VHV Advisory and Content Development Role

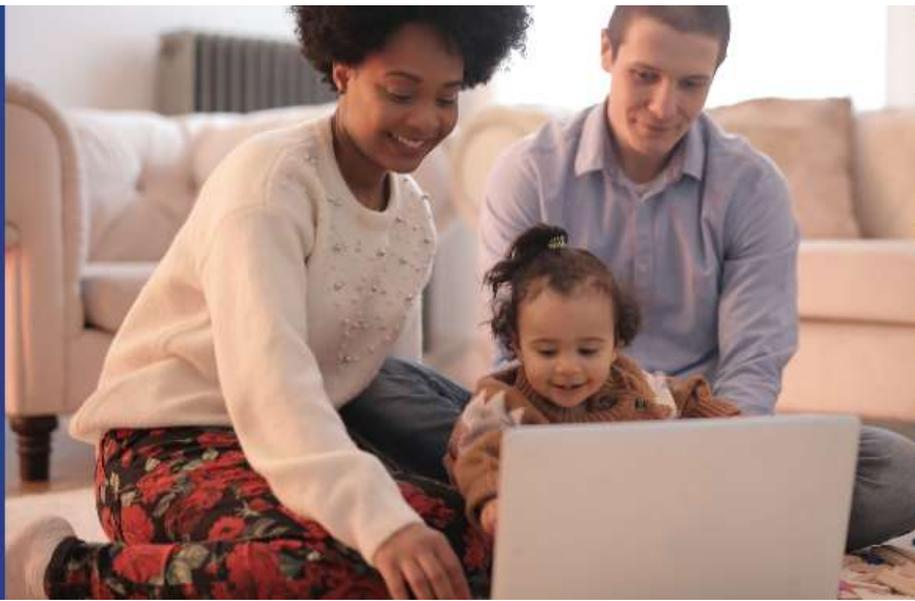
- **Content review**
 - **How to build content for variety of models, service providers**
 - **Review is guided, specific**
 - **Continuous improvement to process**
- **Advisory team**
 - **Broad, inclusive perspective**
 - **Home visiting model voice**



**Family and Child
Well-being:
Making
Meaningful Virtual
Connections
during COVID- 19**

“I’ve learned that people will forget what you have said, people will forget what you did, but people will never forget how you made them feel.”

Maya Angelou, American Poet



Virtual Service

Delivery Webinar

Series

In this Triple Virus Pandemic:

- Doing What We Can
- As Fast As We Can
- To Reach as Many As We Can

Brazelton Touchpoints Center
Division of Developmental
Medicine

Boston Children's Hospital
Harvard Medical School

Gratitude

- Made possible by the vision, creativity, and generosity of
 - Constance Gully, and our Rapid Response Virtual Home Visiting (RR-VHV) colleagues
 - Malia Ramler, Heising Simons Foundation
- And through the generous support of
 - Overdeck Family Foundation
 - W.K. Kellogg Foundation
- And with the relentless creativity, energy, and commitment to racial equity and social justice of
 - Our Brazelton Touchpoints team
 - Guest panelists

Model

- Human-centered design, rapid-cycle iterative prototyping
- 3 Series – 6 webinars in each series
- Derived from RRVHV weekly webinars for home visitors
- Adapted to speak to the commonalities and differences across all early childhood sectors: early education and care, early intervention, child welfare, perinatal/pediatric, infant and parent mental health, and others
- Curate and crowdsource challenges and solutions from direct service providers and participants in their care
- Update and improve from one session to the next, and from one series to the next, as the triple virus pandemic evolves

Learn more and register: www.brazeltontouchpoints.org/vsd



Webinar Series 1

Webinar 1: Wednesday, July 22 – Engaging Families Using a Strengths-Based Approach in the Virtual World

- Cristina Castaneda, Family Support Specialist, Educare Los Angeles at Long Beach
- Nicole Faison, MSW, Clinical Program Manager – Healthy Families America, South County Home Health, Rhode Island
- Dewana Thompson, PhD, Manager of Professional and Resource Development, National Facilitator, Brazelton Touchpoints Center

Webinar 2: Wednesday, August 5 – Partnering with Families Virtually

- Jayne Singer, PhD, IECMH-E®, Clinical Psychologist; Director, Developmental and Relational Health, Brazelton Touchpoints Center
- Natalia Coletti, LCSW, CLC, Director of Child Health Initiatives, Miami-Dade Family Learning Partnership; National Facilitator, Brazelton Touchpoints Center

Webinar 3: Wednesday, August – Providing Staff Support and Supervision Virtually

- Debbie Manigat, MS, Program Specialist, Children’s Services Council of Palm Beach County, FL
- Jerri Stewart, MS, Family Engagement Manager, Child Care Resource Center, Chatsworth, CA
- Anneisha Thompson, Family and Community Engagement Supervisor, Early Head Start@Geneva Ave., Action for Boston Community Development, Dorchester, MA

Webinar Series 1 (cont.)

Webinar 4: Wednesday, September 2 – Developmental Screenings on Your Screen

- Leah Koretz, LMHC, Infant Mental Health Specialist, Program Manager, Early Intervention Services, Boston Children's Hospital
- Heidi S. Roibal, MS, IMH-E®, Regional Coordinator, New Mexico Family Infant Toddler program; National Trainer, Brazelton Touchpoints Center

Webinar 5: Wednesday, September 16 – Challenging Conversations with Families Virtually

- Rachel Schiff, Early Intervention Specialist, Clayton Early Learning, Denver, CO
- Jayne Singer, PhD, IECMH-E®, Clinical Psychologist; Director, Developmental and Relational Health, Brazelton Touchpoints Center
- Dewana Thompson, PhD, Manager of Professional and Resource Development, National Facilitator, Brazelton Touchpoints Center

Webinar 6: Wednesday, September 30, 2 PM ET / 11 AM PT

Taking Care of Yourself as a Virtual Service Provider

- Debby Sosin, LICSW, Program Manager, Family Connections, Brazelton Touchpoints Center
- Marcella Adolph, MSW, Mental Health Consultant, Confederated Salish and Kootenai Tribes Early Childhood Services program, Montana

Webinar Series 2 (Thursdays from 2–3 pm ET)

- October 8: Engaging Families Using a Strengths-Based Approach in the Virtual World
- October 22: Finding the Balance with Virtual Service Delivery
- November 5: Bridging the Gap Using a Hybrid Approach to Partner with Families Virtually
- November 19: Providing Staff Support and Supervision Virtually
- December 3: Understanding and Responding to Trauma with Resilience and Healing in Virtual Service Delivery
- December 17: Taking Care of Yourself as a Virtual Service Provider

Scale

Webinar participation

7.22.2020

- 2,510

8.05.2020

- 2,866

8.19.2020

- 2,522

9.02.2020

- 2,831

9.16.2020

- 3,054

Learning Community

7.23.2020

- 78

8.05.2020

- 572

8.19.2020

- 911

9.02.2020

- 1,141

9.16.2020

- 1,466

Quick Clip: Developmental Screening on Your Screen

How Do You Prepare Families?



Relationship-focused goals

- Who will be doing the screening?
- What materials do families need?
- Why is this screening important?
- When is the child at his/her best?
- How can you utilize natural environments, routines, etc.?



Testimonials from 9.16.2020

- “This is one of the most valuable and relatable webinars I have attended for a while. Thank you so much.”
- “I have actually wanted to hear a talk on this exact topic for over 10 years, and I could never find a course on this topic. I feel that challenging conversations are continuous, especially in the field of early intervention.”
- “This is literally describing a client of mine... and I am having a conversation with the parents about her today. This is SO helpful!!”
- “Thank you for the Spanish translation.”



Malia Ramler

Program Officer, Education
Heising-Simons Foundation

Questions & Discussion

Upcoming GLR Learning Tuesdays Webinars:

FUNDER TO FUNDER CONVERSATIONS

Philanthropy Stepping Up to Assure Access to Online Learning: An Opportunity to Reverse Learning Loss

Tuesday, September 29, 12:30 p.m. ET/9:30 a.m. PT

LEARNING LOSS RECOVERY WEBINAR

Promising High Tech/High Touch Solutions for Back to School

Tuesday, September 29, 3 p.m. ET/12 p.m. PT

TBD

Topic and Speakers to Be Announced Soon!

Tuesday, October 6, 3 p.m. ET/12 p.m. PT

Please stand by...Webinar will begin momentarily

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