

How to Support Families, Virtually, When You Are Usually a Classroom Teacher

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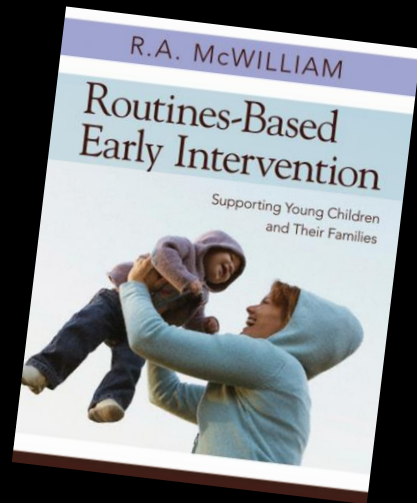
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**Supporting Young Children and
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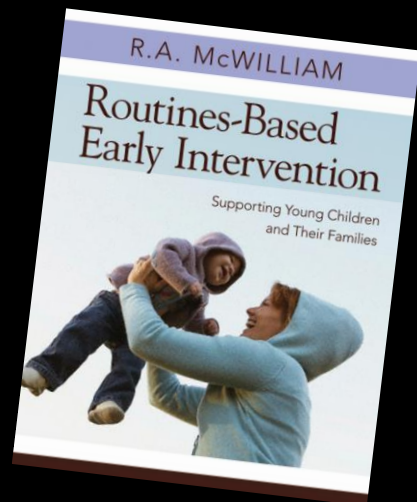
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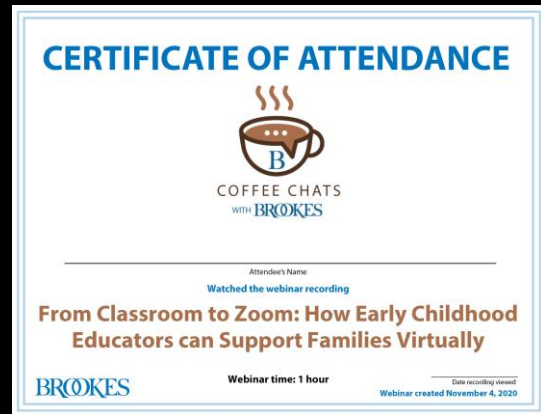
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Information will be provided at the end of the webinar.



Outline

- Assumptions
- Challenges
- Practices
- Principles
- Situations
- Conclusions and Questions

Our Target Audience

- The classroom teacher of a child with disabilities
- Limited contact with families
- Expected to check in with families

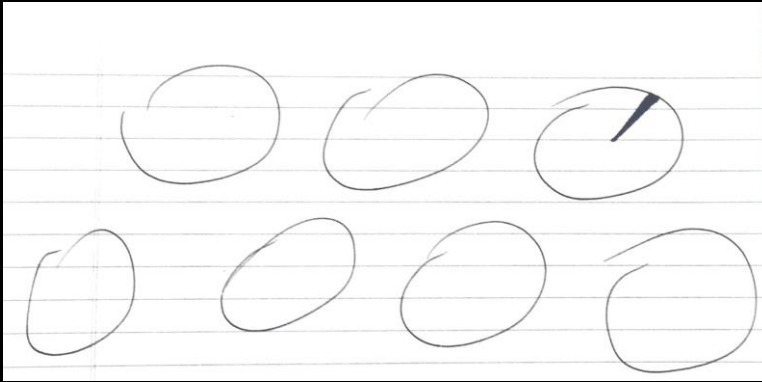
But this works for anyone working with families virtually!

Our Assumptions About Virtual Support

- Futility of teaching young children, especially with disabilities, online
 - Their engagement duration is too short
 - Learning happens best with children's manipulation of objects and movement
 - Children following directions online is a joke

But you can support families online!

A simple concept: Learning opportunities



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Challenges

- Your background is in teaching children, not working with families
- Children aren't coming to you: You're "going to" families
- Children aren't in classroom routines; they're in home routines

Practices

- Assessing needs
- Determining priorities/outcomes/goals
- Making virtual visits

Assessing Needs

- Engagement
- Independence
- Social Relationships

Definition of Engagement

- The amount of time
- A child spends interacting
- With adults, peers, or materials
- In a developmentally and contextually appropriate manner
- At different levels of competence



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3 Kinds of Goals

- Child goals
- Child-related family goals
- Family-level goals



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Participation-Based Goals

- Dolores will participate in breakfast, play time, and dressing time by naming colors correctly.
- We will know she can do this when she correctly names the color of three differently colored objects at breakfast, one play time, and dressing time in 1 day for 4 consecutive days.

See Steps to Build a Functional Child Outcome and following pages, in binder

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More Examples

- Rose will participate in car ride home, circle, and centers by using 2-word combinations. We will know when she uses three true 2-word combinations (i.e., combining two ideas, such as noun + verb) during each of these 3 times of day on 5 consecutive days.
- Sam will participate in going to school, going to the bathroom at school, and outside play by walking with his walker. We will know he can do this when he walks 10 yards with his walker twice a day on 3 of 5 days.

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Acquisition Criterion

Frequency

Duration

Distance

Volume

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Paula's Goals

1. Use 2-word phrases (dressing, car, going out, dinner)
2. Participating with family (cooking, playing, eating)
3. Make choices (dressing, meals)
4. Henry keep hands and feet under control (breakfast, dinner)
5. Family conversation at dinner
6. H sit down at dinner
7. Asking questions—car ride
8. Fam play time together (free time—all 5 or 6 of you)
9. No freak out with poop smell and water running
10. Brush teeth
11. Go to potty by himself
12. Find out what's going on with H?

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Making Virtual Visits

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Routines-Based Home Visits

- Agenda
- Focus of visit
- Review interventions
 - Child demonstration
 - Caregiver demonstration
- Develop strategies
- Plan for next visit

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INTERVENTION MATRIX

Goals/Outcomes	Routines							
	Waking Up	Meals	Hanging Out	Outings	Outside	Dinner Prep	Bath Time	Bedtime
1. Acknowledge people when they greet Jamal	X		X		X			
2. Spoon feed himself with little spilling		X						
3. Use one word or sign		X	X					X
4. Play with toy for 5 minutes			X			X		
5. Indicate what he wants.		X		X	X			
6. Walk without assistance			X	X	X			
7. Shamika get information about inclusive preschool options								
8. Shamika have 2 hours a week to spend with her BFF								
9. Jamal play without throwing toys			X			X		X
10. Play in bath tub without excessive splashing							X	
11. Point to pictures named by an adult			X					X
12. Shamika explore going back to work.								

7/12/19

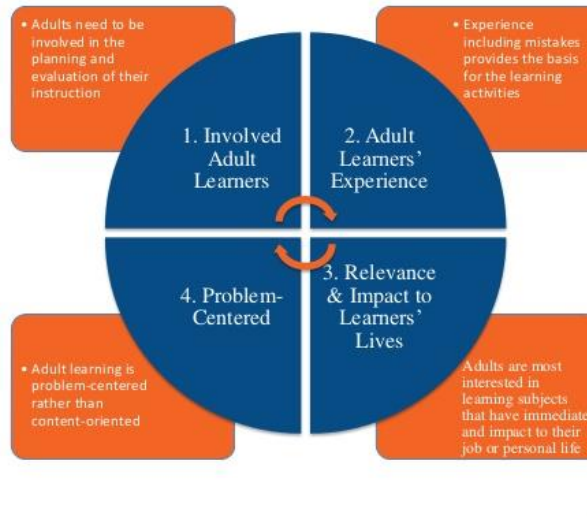


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Family Consultation

How we work with families is highly important!

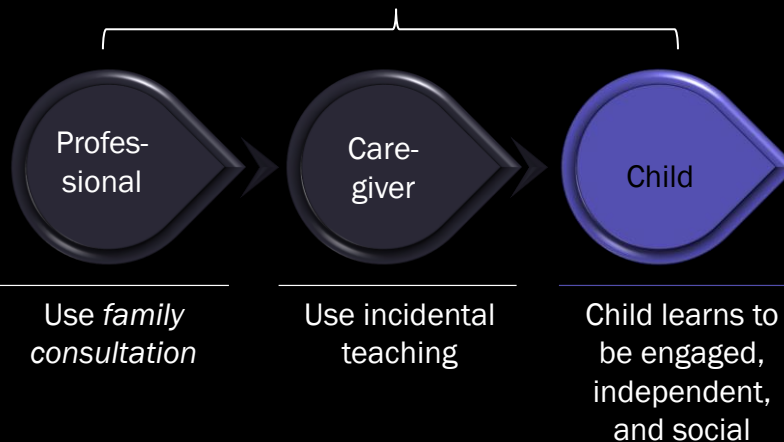
Knowles' 4 Principles Of Andragogy



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Caregiver-Mediated Intervention

Sequence of supports



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LOGO

Family Consultation

- Pro gets contextual information from caregivers
- Pro makes suggestion
- Pro gives information to caregivers
- Caregivers determine whether they understand
- Demonstration by professional optional
- Parents assess likelihood of success
- Parents assess feasibility
- Written down on NSF
- NSF or matrix to determine next topic (goal)

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Expert vs. Collaborative Consultation

Expert

- Comes with agenda
- Needs to interact with child for the truth
- Quickly makes recommendations

Collaborative

- Family sets agenda
- Gets authentic info from family
- Asks many questions before recommendations

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Hoosiers Rule for Family Consultation

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“How many times we gonna pass the ball before we shoot?”

“Four!”



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“How many questions we gonna ask before we make a suggestion?”

“Four!”



Principles

- All the intervention occurs between visits
- The two-bucket principle
- Who's child is it?
- The purpose is to build family capacity
- Collaborative versus expert consultation
- We have an ethical obligation to provide information

Assumptions About Families

To avoid

- Families are overwhelmed
- Families need our guidance
- Families don't know how to teach – kids learn from their parents whether we want them to or not

To embrace

- Families are competent adults
- Families are the decision makers
- Families teach their children

Situations

- 80%: Families welcome help
- 10%: Families have other priorities
 - Once they see persistent caring....
 - You need to get on THEIR page
- 10%: Families don't know why you're involved
 - Once they see persistent caring....
 - Let them go

Types of support

- Emotional Support
- Material Support
- Informational Support

Conclusions and Questions

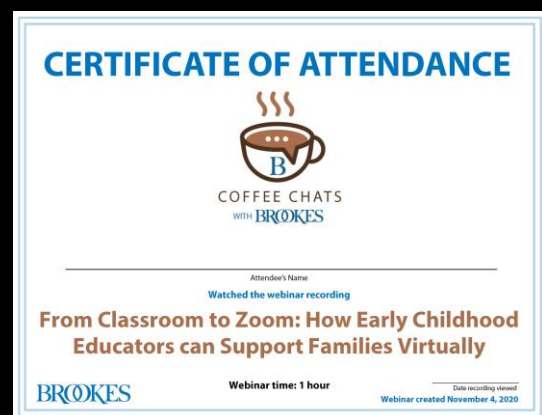
- Come back to our principles
 - All the intervention occurs between visits
 - The two-bucket principle
 - Who's child is it?
 - The purpose is to build family capacity
 - Collaborative versus expert consultation

Questions?

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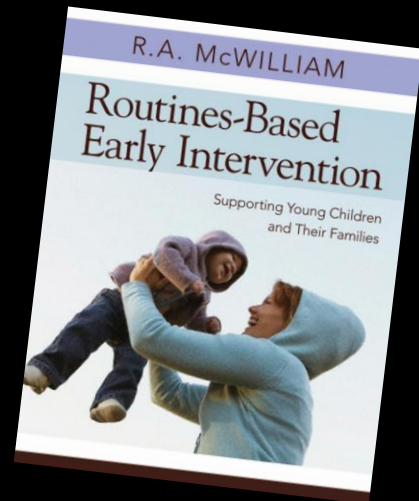
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