

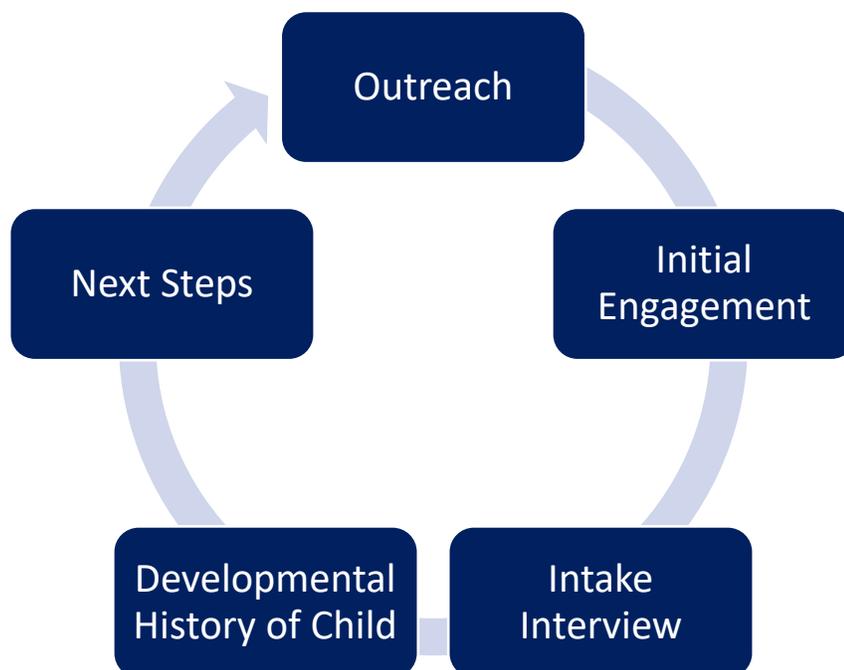
**ParentChild+ Guidelines on Virtual Engagement and Enrollment of New Families:**

Engaging and enrolling new families virtually is a different experience from engaging with families who you have had an opportunity to meet in person, and particularly a different experience from working with those with whom you have a pre-existing relationship. As the COVID-19 situation continues and next steps evolve differently in different communities across the country, sites have expressed interest in enrolling families in the near future so they can:

- Expand their reach to support more families;
- Fill empty slots as families complete the program; and
- For sites that are closed over the summer, engage families who will be starting the program in the fall.

For many sites, this will mean enrolling families virtually, either by video call or phone call. ParentChild+ sites have done an amazing job of developing and maintaining virtual contact with families already enrolled in the program, building on the strong foundation of existing, trusting relationships. Our next step is working together to engage and enroll families with whom there is not yet a relationship.

Virtual enrollment should be approached, just as you approach in-person enrollment, by building a relationship with the parent/caregiver. Engaging families through virtual enrollment is a process, new to all of us, and we will learn together and improve it over time. What follows is a set of initial guidelines and talking points for moving ahead with this process. We look forward to learning from you as you begin and to continuing to update this guidance as we move forward.



## **1. Outreach Phase**

- Outreach
- Identify Potential Participants
- Tell them about the program (What is ParentChild+ - see talking points below)
  - What are the ways families will be able to learn about the program?
  - What type of outreach is possible during the stay at home order? What are the new types of outreach sites may use to get the word out? Examples include – referrals from currently enrolled families, social media, community groups, referrals from partner agencies and other departments in your agencies that are working with families during the crisis.
  - How much engagement do we need to have with families before scheduling an intake?

## **2. Initial Engagement**

- Contact families to schedule an intake interview.
- Introduce them to ParentChild+ (This may vary on whether the families are familiar with the program or are just learning about it for the first time.)
- Check in with the new family on the phone to assess the technology and internet access available for the intake (See below for link to a sample consent form that can be used for consent for conducting video interviews and video virtual visits.)
- If the family does not have the technology available to do a video call, and you cannot provide, you can still do the initial intake by interviewing the parent/caregiver over the phone.
- Communicate about the intake interview – what is it, how long will it take, why do we do an intake interview, provide examples.

## **3. Intake Interview**

- Instead of launching immediately into questioning the parent/family, start by putting them at ease and establishing rapport. You can often achieve this through small talk, asking the parent about neutral topics (i.e. weather, your or your child's current favorite song or a TV show you recently watched). Depending upon the genesis of the referral you might also talk about how they heard about the program, what they have heard, etc. This helps the parent make a connection instead of viewing us as an authority figure.
- Once you sense the parent is comfortable, you can shift the conversation toward the reason for the interview.
- Things to remember as you conduct interview:
  - Acknowledge the uncertainty and novelty of the situation.
  - Eye contact (video call context) – look straight into the camera/screen as much as possible. Do not multitask (i.e. check your email or look away at other screens).

- Body posture – sit up and lean into the screen. Look intentional about being present and available.
- Voice tone – friendly, positive affect.
- Verbal Tracking – reflecting on feelings and paraphrasing
- Silence – allow silences to be part of the interview when appropriate
- Clarifications – always ask for clarifications when you don't understand a response
- Summarization – narrate and summarize as you move through the interview
- If possible, it is important to involve both parents and any other key adult family members, in the conversation.
- If enrollment is taking place through a video call, make an effort to “meet” all family members living in the home.

#### 4. Developmental History of Child

- There are several options for using the ASQ virtually, including partnering with the parent and reading through the items together over the phone or via a video call, and scoring the items based on the parent's report. There are also standardized developmental history questionnaires that you may consider using.
- For further information about how to use the ASQ virtually, please access this webinar:

[https://agesandstages.com/using-asq-in-a-virtual-environment/?j=4410085&sfmc\\_sub=23467269&l=2581\\_HTML&u=90127347&mid=7004326&jb=0&utm\\_medium=email&utm\\_source=exacttarget&utm\\_campaign=202000416-asq-news](https://agesandstages.com/using-asq-in-a-virtual-environment/?j=4410085&sfmc_sub=23467269&l=2581_HTML&u=90127347&mid=7004326&jb=0&utm_medium=email&utm_source=exacttarget&utm_campaign=202000416-asq-news)

#### 5. Next Steps

- Pre-Assessment measures (refer to Virtual Assessment document).
- If the family has the technology for a video call, you can arrange an introduction to the ELS. The visits can then be provided through video calls, either through drop-off/mailing of VISM or by using items already in the home.
- If the family does not have the technology for a video call, you can introduce the family to the ELS by phone (if possible, sites should include in FY21 budgets a line item to provide tech/internet access for those families who don't have a way to do a video visit. If not, visits can be done by phone until in-person is possible). Only having phone access should not be a barrier to enrolling in the program.
- If there are other children in the home, welcome them to participate in the virtual visits.
- For further information about virtual visits, see our virtual visits guidance (link here).
- Guidance for how to make the transition to in-person visits will follow. You can mention to parents that when it is deemed safe to start/resume in-person visits you would like to come to meet them in person and do an in-person introduction to their early learning specialist.

## **Explaining the Program**

ParentChild+ is a home visit program, where we show you fun ways to help your child get ready for school. We do twice-a-week visits in your home and bring a new book or toy each week for you and your child to keep. Home visits usually last 30 minutes. The program will help you set aside special time to spend with your child and can help you get closer with your child too. We always welcome other family members to join in the visits, everyone can engage in reading, talking, and playing, and supporting the development of your child's school readiness skills.

Once you enroll in the program, I will introduce you to your Early Learning Specialist. Both your ELS and I look forward to getting to know you and your family better and are available to answer your questions and support you in accessing resources, and referrals. The Early Learning Specialist will partner with you and your child to play, read books and just have a fun time with each other.

## **Explaining Virtual Delivery**

Given the current public health crisis, we are unable to visit your home, but are reaching out to families to see if they would like to get started in the program through virtual means, using Facetime, What's App, Zoom, or similar apps.

A virtual visit means that, when possible, we will drop off books and toys at your home or mail them to you, along with a guide sheet, which will have some tips on using the book or toy. Your Early Learning Specialist (ELS) will then check in with you virtually twice a week for about a half hour, to see how you are enjoying the book or toy; engage in some reading, conversation, and play activities with you; and hear what you and your child have been doing since the last visit. Your ELS will give you lots of ideas for conversation and activities using the book or toy or other things you have at home, and you will share your ideas with them.

- It is, of course, fine for you to use toys or books you already have during these virtual visits, maybe one that is a family favorite, or use items you have in the home. Everyday activities, such as sorting laundry or cooking with your child, can happen during the virtual visits or making music with pots or drawing pictures together. Your Early Learning Specialist can help make the activity fun and your child will be learning – vocabulary, math, and science!
- When the public health crisis is over, it is our hope to come meet you in person, and to continue the visits in person, but only when it is safe to do so and only when you feel comfortable allowing the Early Learning Specialist in your home.
- We also will check in during the virtual visits to make sure your family is doing okay and has the basic necessities, and both the ELS and I can provide referrals for food, diapers, health resources, mental health resources, and housing support.

- If this sounds like something you would like to try, I'd like to ask some enrollment questions now, or I can call back another time. All your answers are confidential, and you are not required to answer all of the questions.
- I also have a questionnaire called Ages and Stages, which we can go through together, or your Early Learning Specialist can do with you. This questionnaire will help us get to know your child better. If you would like to hear some sample questions for a child age 2 I can share some of those questions now. This questionnaire can be a lot of fun, as we begin to learn where your child is in her/his development, and what we can do together to support her/his school readiness.
- We will also discuss what technology you have for the virtual visits (phone, smartphone, tablet), whether your internet access or data plan will support virtual visits, and what you might need to make sure we can do visits virtually. We can also do visits by telephone. Not being able to do a virtual visit will not prevent you from participating in the program.

## Sample Virtual Visit Consent Form

We have received a number of requests for a virtual visit consent form. We adapted this form from one used by our Boys Town ParentChild+ site in Palm Beach County, FL. Please consult with your own agency to see if they have particular requirements for the consent or an agency form that you should use. [Link to the Sample Consent Form](#)

- Please note that if you are recording visits for any purpose other than supervision and training, such as, research or for a public video, you would need to get a specific release for that situation.
- Of course, if a family does not want video recording for any purpose they can still participate in the program. You can just cross that sentence out on the consent form.
- Sample language for explaining the supervision and training uses of recordings – “Sometimes I will observe a virtual visit to make sure the early learning specialist is doing their job well or I may use a recording of a visit to train others how to do home visits well”.

We are required to document informed consent for you and your child(ren) to participate in a virtual appointment and future upcoming virtual visits. By signing, you agree to participate in a live, interactive video chat or phone conversation for yourself and your child. You also understand the following:

**VIDEO CONSENT FORM**

I, the undersigned parent/legal guardian for the minor client, agree to receive ParentChild+ services via video. I understand the appointment with the ParentChild+ site coordinator and/or our family's Early Learning Specialist will happen by using an agreed upon video chat application or the phone.

I, for myself and as the parent/legal guardian for the minor client, also understand and agree that:

- I can decline the video services at any time without affecting my right to future participation in the program and that any program benefits to which I would otherwise be entitled cannot be taken away.
- If I decline the video services, the other option available to me is via telephone.
- All existing confidential protections shall apply to your video session.
- I will be informed of any individuals who will be present with the site coordinator or my Early Learning Specialist on the video chat. I retain the right to exclude anyone from my appointment.
- I will inform my or my child's Early Learning Specialist of any individuals present at my location during our video chat.
- I understand that the sessions will be recorded occasionally for supervision and training purposes and you will be notified prior to session of any such recordings.

My signature indicates I have read this document carefully, and my questions have been answered to my satisfaction.

Child Name \_\_\_\_\_ Date: \_\_\_\_\_  
(Printed):

Parent/Legal Guardian Name \_\_\_\_\_ Parent/Legal Guardian Signature: \_\_\_\_\_  
(Printed):

**For Provider Use Only:**

I reviewed with the service recipient the content of this consent and answered any questions.
Coordinator Name: _____
Date: _____