

Challenges	Tips and Solutions
Families have no access to computer or video calling.	<ul style="list-style-type: none"> • If video calling is not available use a phone call to discuss strategies and then have parents send a video of how it went to your phone through text. • Have parents show you a pre-recorded moment that they would like you to observe (ex. Tremors that a child has, a specific way a child sits, how a child says a word, etc.)
Parents being uncomfortable during “quiet” times or feeling like it’s a “performance.”	<ul style="list-style-type: none"> • Send information to the family ahead of time on how to prepare for the session. • Use books or toys to interact with a child. For example, show the child your baby doll and ask them to go get their baby doll. • Many providers feel families feel empowered when they are practicing strategies with their child in real time instead of waiting until the session is over. • Name the time that the family seems uncomfortable with. For example, when writing a note say “I’m going to write this note while you all continue to practice. Let me know if you have questions.” • Use open ended questions to gain responses from families. Give prompts for families such as “One way I can think of is...,” so they have time to think of and process a response. • Text the family the day before with suggestions of what type of materials to have ready for session if they prefer that. • If an hour long session seems to be too much for the family you can use the remainder of the time as a “make up” session. For example, if IFSP states 2x a month for 1 hour, you can do 4x a month at 30 minutes and count the extra as make up time.
Documentation during the video session is sometimes difficult to do.	<ul style="list-style-type: none"> • It’s ok not to document fully during the session. • Take notes during the session to help when writing your documentation after. • If you write your note after disconnecting from the family you cannot bill for that time.
Using a translator is tricky.	<ul style="list-style-type: none"> • If appropriate and family chooses, incorporate an older sibling into the visit by having them translate. • Test out the platform you are using (Zoom, Webex, etc.) with the translator before the visit.
Child runs around during the session and it’s hard to get them to focus.	<ul style="list-style-type: none"> • Incorporate different strategies during session to encourage child to focus such as: <ul style="list-style-type: none"> - Heavy work - Squishing with pillows - Playing with bubbles

	<ul style="list-style-type: none"> • Once the child is more focused, help the family recognize these moments as great times to work on what is needed, such as speech or other skill you are working on.
Explaining what to do – such as positions with PT.	<ul style="list-style-type: none"> • Use a doll to demonstrate • Do the movement yourself and let the family watch • Send pre-recorded YouTube videos of ways to do strategy https://www.youtube.com/channel/UC92IEyS9B4SJus40LWwBjeg -- example of site that helps with PT
Some families are having a hard time accessing the platforms such as Zoom, GotoMeeting, and Webex.	<ul style="list-style-type: none"> • Find out what type of device family will be using (phone vs. computer) so you know how to instruct family to gain access. • Set up a short “practice meeting” with the family so they are prepared to enter the actual meeting when it takes place.
Some parents are feeling guilty for allowing so much screen time during this time.	<ul style="list-style-type: none"> • Give families strategies such as: <ul style="list-style-type: none"> - Make sure what is being watched is of good quality or educational. Many museums, aquariums, and other organizations are giving free access to online tours during this time. - Cosmic Kid Yoga – an example of a program that encourages movement and interaction during screen time. • Service Coordinators will try to gather resources for families as well.