

Seeing is Believing: Integrating Video Review with Parents in Your Practice

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Disclosures

- I have no conflicts of interest for this presentation



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Who are we?

The Context



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WHAT'S HAPPENING >



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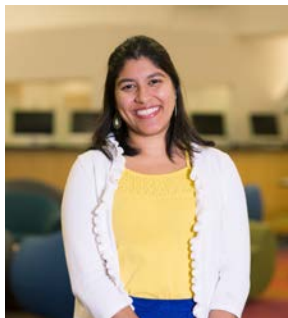
The Infant and Early Childhood Assessment Learning Collaborative

Zero to Thrive at Michigan Medicine & the University of Minnesota
Departments of Pediatrics, in collaboration with the Michigan Association for
Infant Mental Health



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The Michigan Infant and Early Childhood Assessment Learning Collaborative Team



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Why Video?

- Background and rationale
- Brief overview of “the how” – that is both the “*how we do this*,” and “*how we are*” during video review with families


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Shared Assumptions

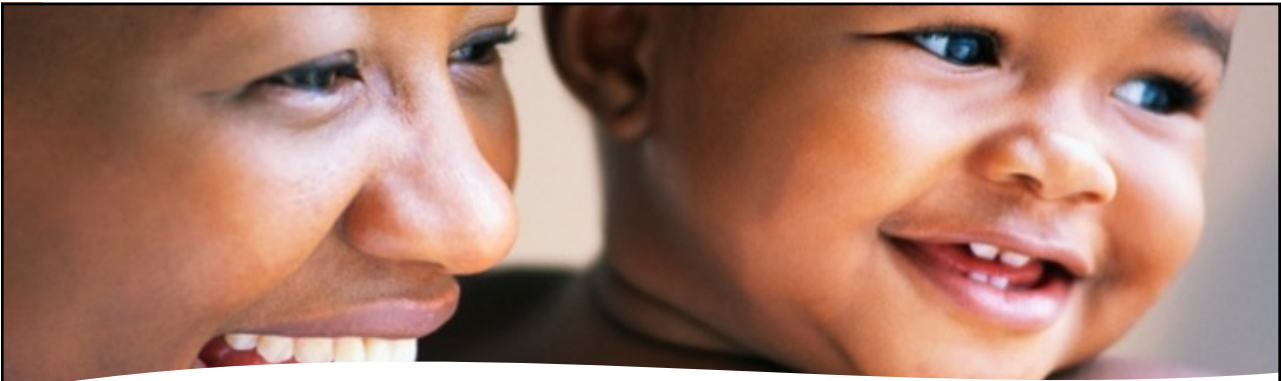
- Nurturing and responsive early relationships provide a critical foundation for young children’s development
- Early relational health can provide a protective buffer in face of adversities
- We can nurture and support early relational health in these foundational relationships
- Relationships are culturally embedded and hold unique meaning for each partner, each relationship, each family





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Video review can be used for assessment, to nurture reflection, and to promote responsive caregiving and early relational health



 

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Why Video Review...?



- Video observation and reflection...
 - Recognizes the parent as the expert
 - Allows parent to share own experiences and perspective with the provider
 - Supports reinforcing parent, child, and relational strengths
 - Opens door to understanding and addressing challenges
 - Provides a record for monitoring change
 - Promotes reflective functioning and perspective-taking
 - Can highlight reciprocity & mutual influence- “serve and return”
 - Can be used to engage multiple caregivers and family members

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Hold in Mind....

- Challenges can include family – and clinician– reticence (e.g., to be on video, initial discomfort observing self)
- Cultural considerations– cultural humility, the meaning of videotaping, centering around equity and diversity informed practice
- Legal considerations -- protecting family from unintended use

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Responding to Common Challenges

- Court involved families may understandably not want to have video as part of their treatment record
 - Consider recording the video on the parents' own phone
 - Consider reflecting back on observations if video is not an option
- Cultural considerations
 - What does it mean to have photos/images taken?
 - How do you empower parents to voice concerns, interest, decline, or engage in a process of shared decision making?
- Provider uncertainty or discomfort
 - Practice
 - Supervision

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Many Intervention Models Use Video Review

- Great empirical evidence to support the power of video review – “seeing is believing”
- Interaction Guidance (Susan McDonough)
- Video-feedback Intervention to Promote Positive Parenting (Alan Mendelsohn)
- Circle of Security (Intensive Model)
- Infant Mental Health- Home Visiting (Rosenblum et al., 2019 IMHJ)
- Early Relational Health Screening (Munson, Moe, Eddy, Condon, & Willis)
- Others...



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Provider Stance

Importance of a benevolent, collaborative stance

Not to “judge” but to share in observations and reflections

Chance to observe and appreciate the special strengths and characteristics they and their children bring

Goal is to build on strengths & promote relational health

Empower parents, offer hope

Offer information / guidance with careful intention

Cultural humility, collaboration, & diversity informed practice



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Ideas for “How” to Use Video Effectively

- Can be done at home, in a clinic, classroom, or neighborhood park, during routine care (e.g., feeding)
- Face to face engagement can be particularly powerful
- Incorporate as part of a standard screening protocol
- Important to let the parents know we are not doing this to “judge” them or the infant
- “Making a movie together” offers a chance to step back and observe the special relational strengths and qualities



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How might you introduce the activity for parents/caregivers?

Chat some of your ideas

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Tips from the field...

- “Making a movie of your baby with you” is often less threatening
- “We can watch it together and see what we can learn about your baby and the two of you together.”
- “So often we have pictures and movies our children, but not of ourselves with our children.”
- “What do you think that might be like for you?”
- Schedule these ahead (not a surprise!)

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Video Observation – Provider Strategy

- Goal of the providers’ comments are:
 - to be curious, collaborative, and humble
 - to be open -- encourage and support parental observation and insights
 - to lead the parent to discover and own the knowledge



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Illustrative Questions to Prompt Collaborative Reflection

- What did you notice? How typical was this interaction?
- What was the feeling while you were interacting? For you? Your child?
- What do you think your child was thinking or feeling? You?
- Was there anything that surprised or concerned you?
- What was the “sweetest moment” for you?
- Does watching this tell you anything about your child or yourself? Your relationship?
- Anything you’d like to try doing differently?
- Are there things you enjoyed seeing yourself do? Your child?
- Things you’d like to do more?

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**The provider is also engaged in a
“serve and return”**

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Goal is to promote “serve and return”

The child “serves” by reaching out for interaction—with eye contact, facial expressions, emotional expression, gestures, babbling, or touch.

A responsive caregiver will “return the serve” by speaking back, playing peekaboo, or sharing a toy or a laugh, mirroring the emotion.

Harvard Center for Developing Child



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As provider I ask myself?

What promotes “serve and return” in parent?

What promotes relational health?

- Let me support parents’ observational skills
 - Support to observe without judgement and self-criticism
- Let me support them giving voice to their baby’s experience
 - Builds appreciation for baby’s inner emotional life
- Let me support them wondering and curious stance
 - Fosters reflective parenting



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As provider I too follow..

- Observe, Serve and Return
- Attend to own reactions to parent- child behaviors
- Elevate Parent Voice



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As provider I.. Observe the “Serve”

- Affect
- Engagement
- Mutuality
- Enjoyment
- Responsiveness
- Pacing
- Initiation
- Imitation



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As provider I.. “Return” what was observed

- “I see how you are both looking at the book together (mutual attention)!”
- “Dad you let her turn the page on her own (mutual pacing)”
- “Did you see how she reached for you to have you pick her up and then you picked her up? (mutual initiation)”
- “She copied the sound you just made! (mutual imitation)”

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“Broadening the Frame”...

- Delighting in parent observations:
 - “I really appreciate your sharing that with me...”
 - “I saw that, too!” “I enjoyed that, too!”
- Expanding and/or Reframing
 - “I also wondered if...”
 - “Do you think that...?”
 - “Sometimes I have heard other parents/children...”

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Why do we do this?

Supporting early relationships



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What does the research say?...



Available online at www.sciencedirect.com
ScienceDirect
Clinical Psychology Review 28 (2008) 904–916



Video feedback in widescreen: A meta-analysis of family programs

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Copyright 2003 by the American Psychological Association, Inc. 0893-3200/08/\$12.00 DOI: 10.1037/0033-2909.134.2.185

Less Is More: Meta-Analyses of Sensitivity and Attachment Interventions in Early Childhood

Marian J. Bakermans-Kranenburg, Marinus H. van IJzendoorn, and Femmie Juffer
Leiden University

Is early preventive intervention effective in enhancing parental sensitivity and infant attachment security, and if so, what type of intervention is most successful? Seventy studies were traced, producing 88 intervention effects on sensitivity ($n = 7,656$) and/or attachment ($n = 1,583$). Randomized interventions appeared rather effective in changing insensitive parenting ($d = 0.33$) and infant attachment insecurity ($d = 0.20$). The most effective interventions used a moderate number of sessions and a clear-cut

O'Hara et al, 2019, Cochran Review

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We are inspired by Selma Fraiberg and the IMH model.

“The knowledge we have about early development and relationships is “a treasure that should be returned to babies and their families as a gift from science.”

~Selma Fraiberg

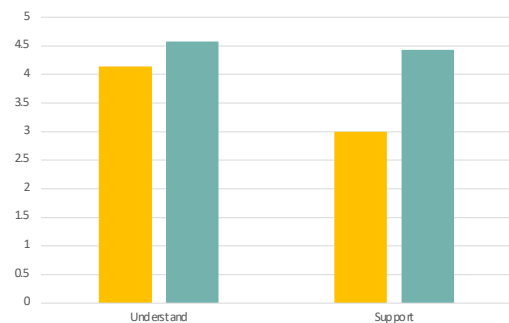


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What do parents say?

Parents report shift in feeling they understand their baby, and feeling supported by providers



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Let's Practice!



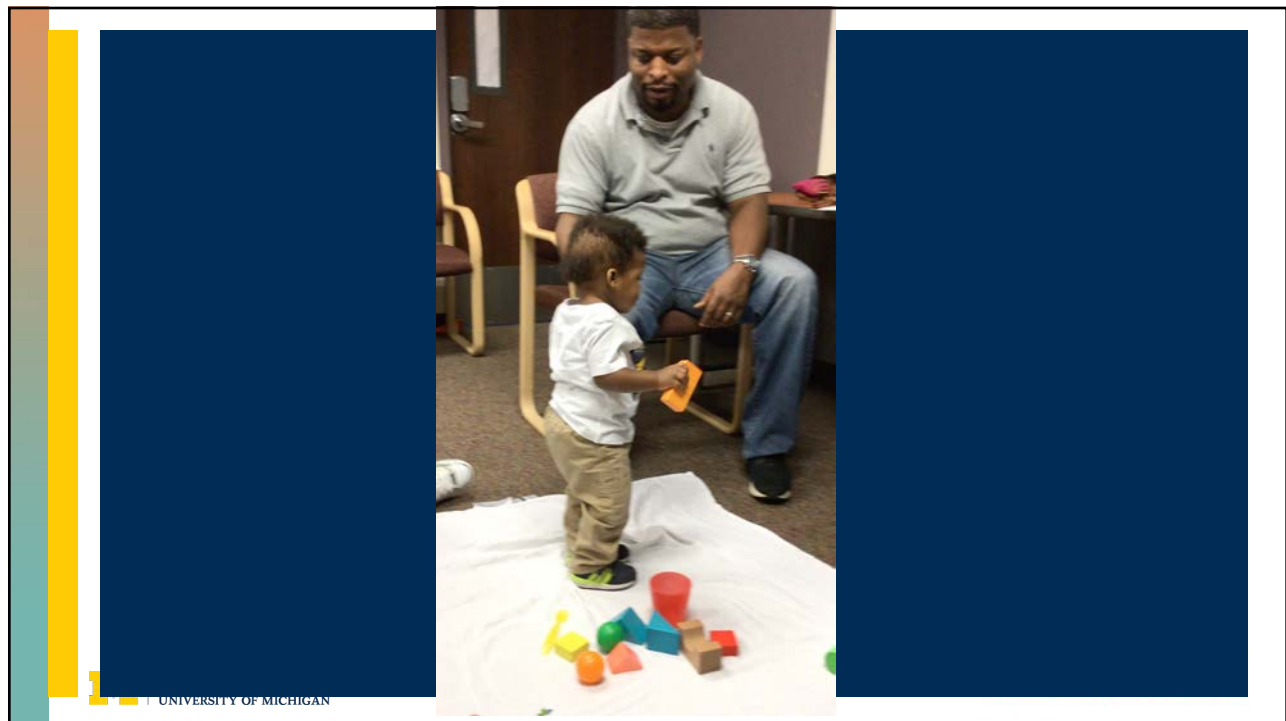
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As you observe...

- What might you “clip” or highlight?
- Think about parenting strengths
- Think about what might represent “a challenge”
- Think about a moment of mutual delight and connection
- *What might you ask?*



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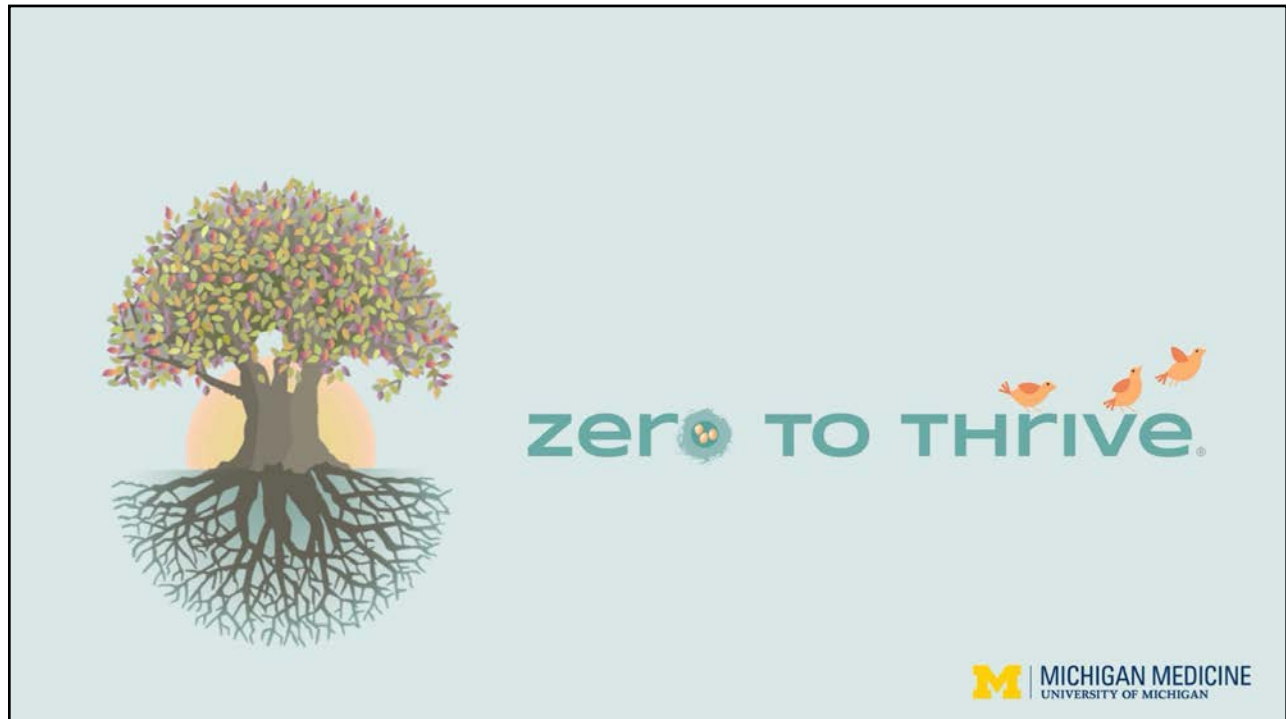


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Reflect...

- What might you “clip” or highlight?
- Think about parenting strengths
- Think about what might represent “a challenge”
- Think about a moment of mutual delight and connection
- *What might you ask?*

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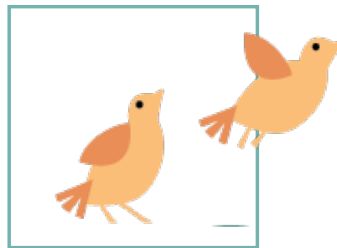
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Summary

- Video review is a powerful tool to promote reflection and early relational health
- Can be used for both assessment and intervention
- There is tremendous flexibility – but it is important to attend to both how we do this AND how we are



Thank you! And acknowledgments

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