

2 1/2 year old Molly has begun throwing herself on the floor and kicking at her mom when she is frustrated. Susan works in the hospitality sector and isn't able to work right now. She has two older children at home who she is attempting to home school.

<p>Opening and agreeing to agenda/outcome –</p> <p>Provider (P) finds out what's new; what child is doing that is new/of interest; what if any are concerns; review of previous visit; agreement with parent about visit focus and corresponding outcome</p>	<p>P: "How are things going, Susan?" S: "Things are really crazy, but we're getting by." P:"What's Molly been up to this past week"? S: "She loves having the older kids home. She loves playing with them but when she doesn't get her way she just melts down". P: "It's cool that she's getting to spend more time with the older kids. When you say that she loves playing with them, what kinds of things are they doing together"? (getting at new interests). S: "Usually they play cars and build with the magnet tiles but for really short periods of time. It seems like she ends up kicking, screaming and hitting almost every time they play together". P: "That sounds challenging. During the visit last week, we talked about using some visuals with all the kids, to help them understand the new schedule and to reduce some anxiety that we're all kind of feeling these days. How's that going?" S: "It seems</p>
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	<p>to be helping with the older kids but I'm not seeing it make a difference with Molly". P: "Shoot, do you have any thoughts about why that is"? S: "I'm not sure. It seems like she just wants what she wants, when she wants it". P: "Last week when we talked about providing visuals so the kids could get a handle on their new normal, we also talked about working on the goal – taking turns at playtime? What do you think would be most helpful for us to focus on during our visit today?" S: "Let's work on turn taking".</p> <p>P: "Before we move on, let's talk a little bit about how requesting is going"? Provider explores what's been working with requesting. S: "I've been telling her to use her words when she's upset with the older kids."</p>
VC	<p>P: "Now that we have a plan for what we'll work on today, is it OK if we touch base about how things will go with our new video format? What camera do you think will work better for you to use, the one on your iPad or the one on your phone? Let's test things out before we get started. Can we hear each other OK? Remember, if you need to move the camera so that I</p>

	<p>can follow you and support as needed, feel free to do that”.</p>
<p>Parent-Child Interaction – parent has the opportunity to try strategies, show the provider what is going well or of concern, etc.</p>	<p>P: “Where should we try this?” S: “Lets’ try it in the basement because that’s where they usually play.” P: “Great. What will the older kids be doing at this time”? S: “They’ll be down there too so maybe we can practice with them too?”</p> <p>P: “Ok, what do we want to use to have her practice taking a turn?” S: “I’m not sure.” P:” Earlier you mentioned that she’s playing cars and magnet tiles with the older kids”. S: “Oh yeah, she’s been playing with the cars, sending them down the ramp. It seems like that’s what she’s sticking with the most. It’s also the activity that frustrates her because she doesn’t want to wait for her turn. Ok, let’s use the cars and the ramp.” P: “If we’re going to practice taking turns with the cars, what do you think that could look like”? S: “Maybe we just start with the kids driving the cars down the ramp one at a time”. P: “Great. Is it OK if I provide feedback/make suggestions as I observe you guys playing or wait till there’s a break so you can hear me and/or try something different?” S:</p>

	<p>“Yes, waiting would be great!” The three kids take turns driving the cars down the ramp. When it’s Molly’s brother’s turn, Molly cries and hits her brother. S: “Molly just tell him what you want”. P: “How would you feel about backing up a little bit and just have you and Molly take turns first and then have one of the other kids join in”? S: “OK.” P: “What if you say, “my turn” as you send your car down, then “your turn” when Molly sends her car down. Just practice going back and forth”. They practice and then introduce one of the other kids, using the same strategy.</p>
<p>VC</p>	<p>P: “Let’s move the camera so we can see each other and talk. Is there something the kids can do while we talk?” S: “I’ll give them some goldfish and turn the TV on.”</p>
<p>Reflect and Develop a Plan – encourage parent to think about what went well, what didn’t and then make a plan with the provider as to what will happen in between visits.</p>	<p>P: “So, how do you think that went?” S: “I think that breaking it down for her helped a lot. It seemed like once she knew what to expect she was more patient”. P: “That’s what I saw too. What did you think was hard?” S: “I think the hardest part might be to remember to teach her when she’s not upset.” P: “What a great observation! So, what do you want to work on</p>

	<p>between now and our next visit?” S: “I think we’ll try this turn taking with the cars; maybe planning to practice it right after nap when she’s not crabby and the older kids have had a break from her”. P: “And what do you think she’ll be doing by next time?” S: “I think she could take at least three turns with one of the kids during playtime on at least three different days before our next visit.” P: “That seems doable. I love how you’ve planned to do it when she’s well rested”.</p>
<p>Closing- wrap up, make sure parent is comfortable with the plan and doesn’t have any other questions.</p>	<p>P: “I feel really good about how calm and focused you are when I know you have so much going on. I think your plan to work on turn taking using the ‘my turn, your turn’ strategy during play time is solid. Do you feel good about it”? S: “I do”. P: “You know you can call me or text me if you have any questions before our next visit, right? Do you have any other questions or concerns right now? What do you think you might want to work on next time?” S: “I’m not sure. Let me see if practicing turn taking helps with the tantrums. If not, I’ll for sure want to continue to talk about that”.</p>

VC

P: "How do you think the visit went having to use cameras? Is there something we could do to make it easier for you? Anything we need to do differently?"