



## Info Share on Teaching IECMH Online: Key Takeaways

*Below is a summary of the key takeaways from the PDN Info Share Session on Teaching IECMH Online that took place on August 26, 2020.*

### Tips for creating a sense of “oneness” in a virtual setting

- **Welcome:** Use a consistent, predictable, and warm welcome to start of the day.
- **Energy level:** Pay attention to the energy and warmth you project as a facilitator/trainer.
- **Norms:** Establish group norms that you name and return to (be present, give yourself some grace, etc.)
- **Meaningful relationship-building activities:** Use meaningful relationship building activities to allow students to get to know one another on a deeper, more personal level (e.g. share a tradition that is meaningful to you, a song that you cherish, etc.). Intersperse these activities to throughout the training experience.
- **Balance content sharing with interactive time:** Ensure there’s plenty of time and for student engagement/interactions that balance out content sharing. Strive to do an engagement activity of sorts every 15 minutes or so. Sharing too much content all at once is not effective.
- **Use various strategies for interaction/engagement:** Invite students to share their perspective in various ways. Use polls, chat box, white board, not just “share verbally”.
- **Breaks:** for half day and all-day trainings, ensure there’s plenty of breaks throughout the day.
- **Breakout rooms:** Use breakout rooms to allow for small group interactions, which typically allow for more meaningful and deep exchanges.
- **Dyads:** Set up dyads or tryads among a larger student body and invite them to check-in with one another on a regular basis. This allows students to get to know one another personally more deeply.
- **Offer individual “office” hours or coaching:** Allow students to meet 1:1 with trainer to check-in. Offer support and coaching in that 1:1 setting.
- **Send small snack/surprise to full group for them to enjoy together**

### Tips for conducting parent/infant observations entirely virtually

- Virtual parent/infant observation might not allow same observer stance as when in-person, it might require more interaction. Finding right balance is hard.
- Develop a set of questions that the student can ask family during first visit (e.g. how pregnancy went, how delivery went, how did you come up with baby’s name, what have you noticed about your baby so far, what has baby thought you about yourself)
- Accept that the virtual experience will not be the same as in-person

### Resources about online training best practices

- [Leading groups online](#), a down and dirty guide to leading online courses, meeting and trainings, Training for Change
- [Getting Started with Online Training & Facilitation](#), Training for Change

### Additional topics people are interested to explore

- How to teach assessment virtually
- More on meaningful parent child observations virtually
- Synchronous and asynchronous balance, techniques
- Evaluating/assessing skills/knowledge regarding relationship-based practice when learned online
- How to create an experience that honors process and product