



Authors, **O. KRYVONOGOVA**

Odessa Regional Methodological Center for Early Intervention, Odessa, Ukraine

INTRODUCTION

During the war in Ukraine, it is often impossible to arrange a home visit by the early childhood intervention team. This means that children, and their families, were at risk of missing out on timely and effective early childhood intervention services.

OBJECTIVE

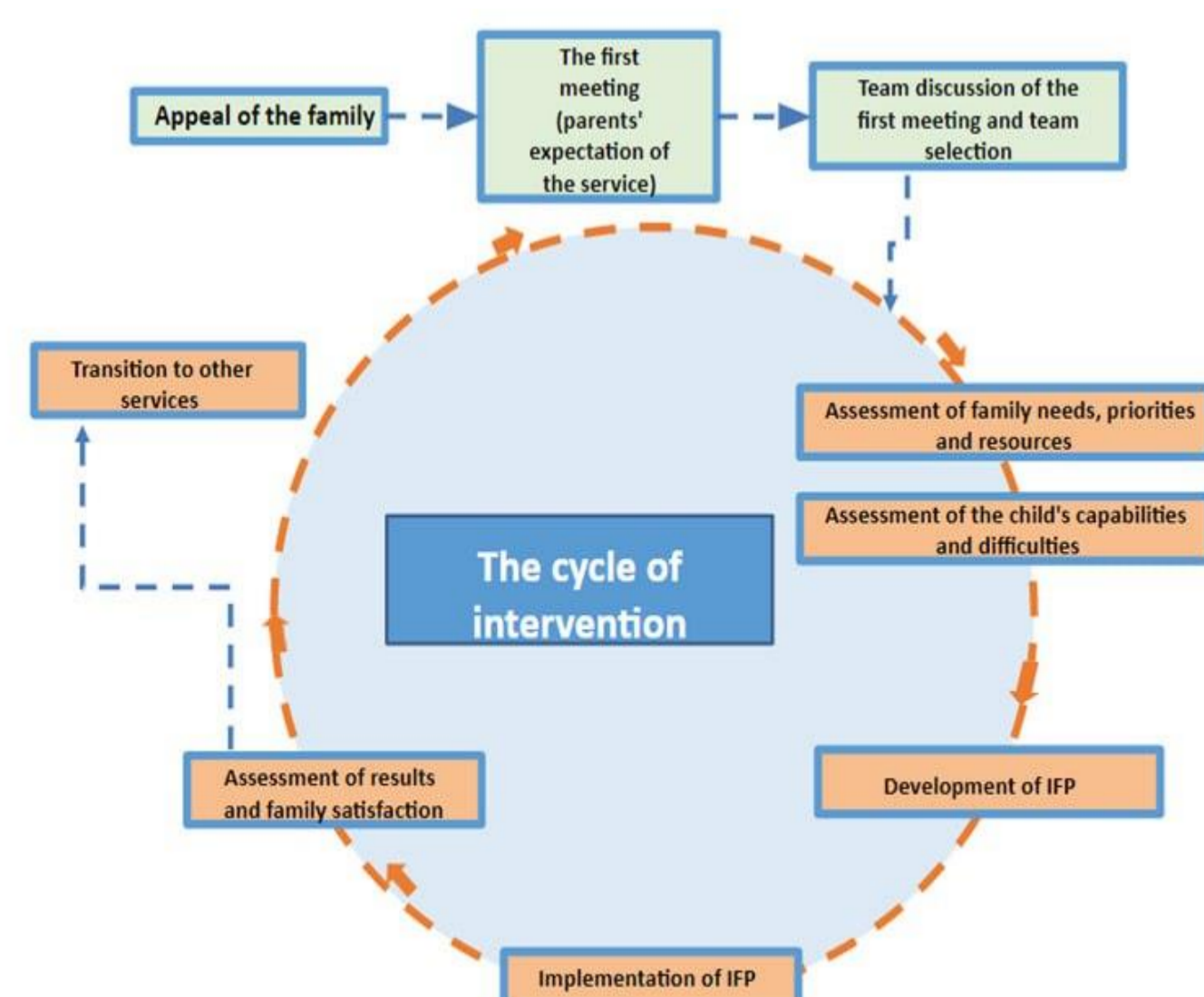
To continue providing early childhood intervention supports to Ukrainian children and their families.

METHOD

Using family-centred early childhood intervention technology

We have started using an online family meeting format which allows us to remain routines-based, discussing, coaching and observing family life virtually. Early childhood intervention services provided in this format supports families who have stayed in Ukraine or have evacuated abroad

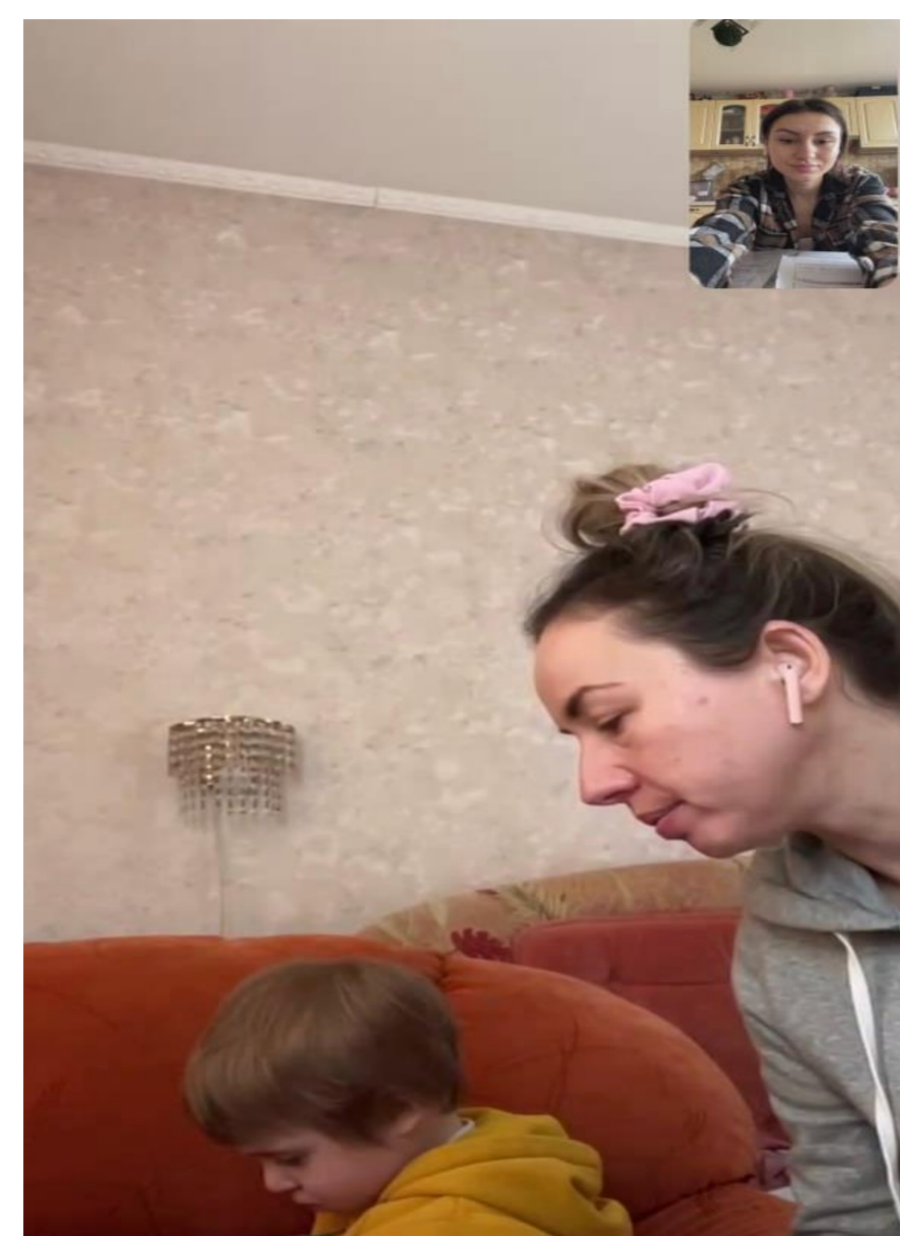
The cycle of early childhood intervention



RESULTS

It was concluded that the structure of meetings with families and the level of goal achievement did not depend on whether the service and supports were provided through online or offline formats..

The strengths of the early childhood intervention service significant for families in times of war, were identified as: family-centeredness - which is especially important when the whole family is faced with a situation of experiencing military trauma; regularity – systematic weekly meetings; work on organizing the daily life of families - especially during wartime, when the daily life of families has changed.



Stages	Offline meeting	Online meeting
1 Preparation	1. Setting up the space and preparing the necessary documentation.	1. Discussion with the family technical issues (availability of the device, Internet, etc.). If necessary, organize a training call. 2. Checking the equipment and access to the Internet (an additional device is required). 3. Preparation for interruptions with the Internet, sound, etc. 4. Setting up the space and preparing the necessary documentation.
2. Conducting the session	1. Greetings – 5-7 minutes; 2. Discussion of goals for the child (with the help of coaching, active listening, use of tools and techniques); 3. Discussion of goals for parents and family (using coaching, active listening, use of tools and techniques); 4. Completion - up to 10 minutes. In their work, specialists use the form of the next steps, in which it is noted: What did we do today? What will we do before the next visit? How do we start the next visit?	1. Greetings – 5-7 minutes; 2. Discussion of goals for the child (with the help of coaching, active listening, use of tools and techniques); 3. Discussion of goals for parents and family (using coaching, active listening, use of tools and techniques); 4. Completion - up to 10 minutes. In their work, specialists use the form of the following steps, in which it is noted: what did we do today What will we do before the next visit? How do we start the next visit?
Stages of ECI technology	Offline meeting	Online meeting
First meeting with the family	Can be organized at home or in the center. Family with a child and 2 ECI specialists are present. One early intervention specialist talks to the parents, asks them questions and records the parents' answers on a form. The second specialist observes the child's behavior, enters the data of his observations into the form of the first meeting. The form is filled in in 2 copies: one for parents and one for the specialist	Meetings are organized in ZOOM, Viber, MS Teams or other. Parents are warned that they can send short videos recording the normal activities of the child and the behavior that confuses them. Families with a child and 1 or 2 ECI specialists are present online. Early intervention specialist talks to the parents, asks them questions and records the parents' answers on a form. The second specialist observes the child's behavior during the online visit (if it's possible) or enters the data of his observations into the form of the first meeting.
Team discussion (ECI team without parents)	Considering whether the family meets the criteria for inclusion in the early intervention service. Choosing the main primary provider of the family	Online meeting. Considering whether the family meets the criteria for inclusion in the early intervention service. Choosing the main primary provider of the family
Routine Based Interview (by R. McWilliam)	Can be organized at home or in the center. Parents without a child and 1 or 2 ECI specialists are present. Continuation: 1,5-2 hours. Organized in a form of semi-structured interview.	Meetings are organized in ZOOM, Viber, MS Teams or other. Parents without a child and 1 or 2 ECI specialists are present. Continuation: 1,5-2 hours (can be divided into two meetings). The specialists are sending the form to parents via e-mail or in any messenger.
Creating of Goal matrix with parents, creating of Individualized Family Service Plan (IFSP)	4-6 weekly meetings with family. Discussing and creating the list of functional goals with family. All the information	Results: The list of priorities, with which the family will work. The form is filled in in 2 copies: one for parents and one for the specialist 4-6 weekly online meetings with family. Discussing and creating the list of functional goals with family. While working with the goals formulating we can use screen sharing. The specialists are sending the form to parents via e-mail or in any messenger.
Implementation of IFSP, weekly meetings with families	Weekly meetings of a family provider with families at home (or other location where the family is experiencing difficulties) or at an early intervention center. Each meeting is 50 minutes. Work with family goals. After 6 months - assessment of goal achievement.	Results: The list of 10-15 functional goals for a child and also goals for parents and for family. The form is filled in in 2 copies: one for parents and one for the specialist Weekly online meetings of a family provider with families. Each meeting is 50 minutes. Work with family goals. Families are sharing video and photo-materials, After 6 months - assessment of goal achievement.
Transition program	It begins 0.6-1.0 years before leaving the early intervention program. Cooperation of parents, early intervention specialists with the Inclusive Resource Center and support team in kindergarten. Meetings can be organized at home, in an early intervention center, in a kindergarten or in an inclusive resource center.	Results: Result: Evaluation of the effectiveness of achieving goals. Starting a new Goal Matrix and IFSP. It begins 0.6-1.0 years before leaving the early intervention program. Cooperation of parents, early intervention specialists with the Inclusive Resource Center and support team in kindergarten. Meetings can be organized at home, in an early intervention center, in a kindergarten or in an inclusive resource center.
Result: family and the child starting to attend kindergarten. The ECI program ends, but the program of family support and development of a child continues in the kindergarten.		

CONCLUSIONS

Providing early childhood intervention meetings in an online format helps the service to remain resilient in times of war. The early childhood intervention service supports maintaining and increasing the competence and self-efficacy of parents in a situation of insufficient security, instability and a change in their usual environment

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CONTACT INFORMATION

Oksana Kryvonogova

oksanagood@gmail.com rvodua@gmail.com



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