CU University of Colorado
Anschutz Medical Campus

School of Medicine
Prevention Research Center for Family and Child Health
DANCE Program – *Caregiving in STEP*

Using DANCE in Telehealth: Coding Videos Provided by Clients

In addition to coding DANCE during a telehealth visit*, another option for coding an informal DANCE observation is for families to share videos they record of their own caregiver-child interactions.

Consider the following when coding an informal DANCE observation from a client-provided video:

1) **Agency Policies –** Ensure video sharing complies with your agency's HIPAA guidelines.

2) **Video Quality & Content** – Can you hear and see both the caregiver (CG) and child in the video throughout the activity?

    a. For times you **cannot** see and/or hear the CG or child, consider which behaviors you can code. For example:

        i. Cannot see the CG or child – cannot code Positioning or Visual Engagement

        ii. Cannot see the CG but can see and hear the child – can code Responsiveness (if the child has a need, does the caregiver respond?)

        iii. Cannot see CG's face and she is not speaking - cannot code Expressed Positive Affect, however, you can code Verbal Connectedness

3) **What the Video Represents** – Videos typically show shorter caregiving activities versus general daily activities lasting over a longer period of time. With this in mind:

    a. Code all possible DANCE behaviors considering the quality and content of the video (see above for more information).

    b. Remember the "P" behaviors will not show caregiving variability seen when observing throughout the entire home visit. However, information on "P" behaviors is valuable to reflect on as you support your clients during this time.

4) **Care planning** – Use your video observations to maintain strengths and support growth.

    a. Use DANCE STEPS to choose NFP Facilitators and PIPE lessons.

    b. Reflect on videos with clients:

        i. Encourage clients to consider what their child is cuing/communicating, seeing, thinking, and feeling during the interaction

        ii. Similarly, ask the client to share what she's seeing, thinking, and feeling while engaging with her child, and/or watching the interaction on video

            • Add wonder statements as you reflect on the video - "I wonder why C touched that ball?" "I wonder what C thinks when she can't see anyone?"

*See *Supporting Parenting with Infants and Toddlers during COVID-19: DANCE in Practice* resource on the DANCE Website.

Suggestions to Optimize Client-Provided Videos

If your agency HIPAA policies permit video sharing, and you have clients willing and able to share their own videos of interactions with their children, here are some suggestions to support quality and content for coding purposes.

- Ask clients to place their recording device in a place that provides a **good view** of their interaction with their child, with minimal distraction to the child:
  - CG and child in clear view, able to see and hear verbal and nonverbal communication and behavioral actions (e.g., facial expression, conversations, interactions)
  - Encourage recording of an activity that requires less movement so you can see more of the interaction, e.g.:

    - Feeding
    - Diaper Change
    - Bathing
    - Dressing
    - Oral Care

    - Book reading
    - Floor time
    - Cuddling
    - Free play on a blanket or in defined area
    - Clean-up activity

  - Have fun and be creative! Filming outdoors when indoor space is tight or taking advantage of a well-placed bathroom mirror to film grooming can create great videos.

Examples of GOOD framing:

The images below clearly display caregiver and child cues while they are interacting and help increase the numbers of behaviors you can more reliably code.