



Clearinghouse on Supervised Visitation Phone Conference Agenda



May 20, 2020
12PM/11CT

Discussion

1. Welcome and Announcements – Everyone is invited!
2. Check the listings on the website to ensure your program information is up to date and correct for the quarterly report. If you need to add or change anything email Lyndi Bradley at lbradley2@fsu.edu
3. **NEW REQUIREMENT** for A&V Report: “Do you have a child support case with the State of FL Child Support Services?”
4. Questions from Directors
5. A Story of Virtual Visits during the Pandemic
6. Domestic Violence Issues during the Pandemic
7. The Impact of COVID-19 on Families
8. Resources for Parents Educating their Children at Home during COVID-19



New Supervised Visitation Database Question!

Please note that a new **mandatory** question has been added to Florida's Supervised Visitation Database. This question:

Do you have a child support case with the Florida Child Support Program?

is being included to help determine how many supervised visitation clients also have Florida Child Support Program agreements. Please choose either YES / NO / Don't Know to answer the question. It is not mandatory that clients answer YES, only that they do answer the question.

The new question will appear on the Client Information page for a Visitor and Custodian as seen in the picture below.

Client Update for Case '2004-1-JonesMarion'

[<< Back to Clients Listing](#) [<< Back to Cases Listing](#)

Client Type:

Last Name: First Name: MI:

Date of Birth (YYYY-MM-DD):

SSN Last 4:

Gender:

Race/ethnicity of this Client

(Check all that apply)

- American Indian or Alaska Native
- Black/African American
- White
- Hispanic
- Other Races - If you are A and V funded, you can not choose this category.
- Asian
- Pacific Islander
- Two or More Races

Relationship to Child(ren)

If relationship is different for different children, please indicate separately for each child.

Last	MI	Date of Birth	Relationship to Child	
Jones	Jason	M	2000-03-02	Mother (Biological or adoptive)

Do you have a child support case with the Florida Child Support Program? Yes No Don't know

Client lives Out of state In state (indicate county and city)

County of Residence:

City of Residence:

Annual income - all sources (to be recorded separately for each custodian & visitor)

If you have any questions regarding the new variable, please contact Kelly O'Rourke, Database Manager at kes2523@my.fsu.edu

We received a few questions regarding the expectations for completing the new data and wanted to share the below updates to assist with implementing this new requirement.

- SAV programs do not need to re-submit quarterly reports to DCF for the Oct – Dec 2019 service period.
- Guidance received from the federal program about the new requirement was that the existing child support data element for the SAV grant has changed from “optional” to “mandatory.” A simple yes or no to the child support question is all they are asking for at this time.
- SAV programs will need to be sure that any cases with services from Oct 1, 2019 through September 30, 2020 have the new question answered in the database for Visitors and Custodians.
- For all existing cases, during the reporting year it is acceptable for programs to make changes in the database about the child support question even though the case was accepted earlier. This may include updating older or even closed cases in the database.
- The goal is to have a complete report by September 30, 2020 to indicate whether or not there is child support involvement in every case entered that year.
- FSU is working on revising the database report and expects to have it reconfigured for the next reporting cycle (January – March 2020). Once they have the new report configured, the report will show red errors where this question is missing which should help the SAV programs identify cases that need to be updated, if any.
- SAV programs may want to consider adding the child support question to their intake form to obtain the information.
- FSU staff are available to the SAV programs for any questions and/or technical assistance with the new data reporting. In addition, the FSU Clearinghouse reviewed this topic on their last statewide monthly conference call for SAV programs and plan to include this topic again on their call next month. FSU contacts are Kelly O’Rourke at kes2523@my.fsu.edu or (850) 222-3845 and Karen Oehme at koehme@fsu.edu or (850) 644-6303.

Thank you for your assistance with this new requirement.

Virtual Visits in the Pandemic

By Karen Oehme



Over a decade ago, Brooke Robertson wanted to share her young son Liam's life with his father, while he served overseas in the U.S. military. Liam missed his father, but the two were able to connect through video chat. "Liam, now 17, does not remember his father's deployment as a time his dad was absent from his life, because we could see him on the screen," Brooke remembers. They discussed every facet of life, even Liam's loose baby teeth. Eventually, the distance melted away, and the video calls fit seamlessly and Brooke and Liam's everyday life.

The disruptions caused by the COVID-19 pandemic reminded Brooke of those days. In January 2019, she became the director of the Children and Families Supervised Visitation Program in Venice and Sarasota, Florida, and the 2020 pandemic forced her team to rethink in-person supervised visits they were conducting between parents and their children in high-conflict family court cases. Supervised visitation programs offer safe parent-child contact when there are allegations of parental misconduct, such as substance abuse and mental illness.

"I believed that we could pivot to virtual visits when the businesses shut down, and I wanted to offer our clients that opportunity," Brooke said. She obtained approval from the Executive Director, the chief judge, and clients, and was ready for her first "test visit" on April 3, 2020. "My team and I followed the work of the Clearinghouse," she said, "and attended the weekly webinars and listened to everyone's input. We used the resources as a foundation for our own policies. I did a lot of reading and thinking about how to do virtual visits safely. Then we started calling the parents."



The reaction was strikingly (though not universally) positive. Most parents were grateful for the chance to use the virtual visit platform, which Brooke planned on Zoom. "There were only a few cases in which a parent did not agree to the visit," she said. "One mom, I remember, from a domestic violence case, said she couldn't bear the thought of her ex's voice in her home." But most others were really happy to comply with the court order for visitation, and the visiting parents were thrilled."

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“The kids are very used to technology,” Brooke continued. “This was not an adjustment to them.” The technology proved to be a bit more complicated to learn for both parents and staff. It took a few weeks in late March to teach the parents how to use Zoom on their computers or smart phones. The first test visit went smoothly, and Brooke hasn’t looked back. “My coworker, DeeDra Pata and I just decided we were going to pour our hearts into this.” In the month of April, she and DeeDra supervised 100 virtual visits. Because schools were closed, the visits could be any time of the day, from 9 a.m. on. “We didn’t have to fit all the visits into the 3 p.m. to 6 p.m. time slot.”



“I’ve learned so many things,” Brooke said. “Nothing is going to replace a hug, but a parent and a child can have a high-quality visit electronically. I can see in the future that we might *begin* the high risk cases electronically, instead of in person. And parents who are sick, or who don’t have transportation can have virtual visits. I don’t think virtual visits will end anytime soon.”

Brooke offered several examples of unexpected virtual scenarios:

- A father showed up on the phone without a shirt on. (He complied with the request to put one on before the visit began.)
- A mother, comfortable in her own home, reached for a cigarette to smoke, and had to be reminded that the visits were all non-smoking—even those held online.
- Staff had to redirect parents on multiple occasions. “That happens in the in-person visits all the time,” Brooke noted, “but I don’t have a zipper to close on parents’ mouths. In virtual visits, I just pop the parent’s video or audio off, or put them in the ‘virtual waiting room.’ Parents have incentive to comply with such instantaneous correction.”
- Sometime Brooke has experienced vertigo because a child or parent bobs up and down and walks around the house waving the phone. She has asked clients not to move around as much when that happens.
- Brooke may soon be teaching her some of the volunteers—many of whom are senior citizens trying to be useful during the pandemic—to navigate virtual visits on phones owned by the program. These supervisors, called “Supers,” are just as enthusiastic about the Zoom calls.
- All of the visits are 40 minutes long—the length of the free calls offered by Zoom. Children participate in activities appropriate for their age group planned by parents and the staff. Many children cling to the phone talking until the call disconnects automatically after 40 minutes.

- Custodian parents who do not want the visiting parent to see the inside of their homes have been creative with virtual backgrounds. One mother took a photo of her child's Pokémon poster and used it as the virtual background for the visit.

Brooke graduated in Criminology in 1996 from Florida State University and has spent her career in victim services. She first worked as a victim advocate for the Marion County State Attorney's Office, then as a child protective investigator for DCF, a residential counselor at a youth shelter for runaway teens, and a supervisor in the Guardian ad Litem Program. She and her staff are regular participants in the Clearinghouse resources and webinars.

Domestic Violence Issues During the Pandemic



Leaving an abusive relationship is extremely difficult even under normal circumstances.

Typical barriers to leaving an abusive relationship include

- Risk of more violence or death
- Lack of financial independence
- Abuser threatening self-harm, suicide, or other self-destructive behaviors
- Conflict with culture or religion
- Fear of impact on children, including losing custody or escalating abuse
- Hope for change

In the wake of COVID-19, domestic violence agencies are receiving less calls overall, but those who do call are reporting increased violence.



As perpetrators feel less in control, the abuse escalates. COVID-19 safety planning risk factors include:

Physical

- Shelter in place and stay at home orders increase the physical proximity to the perpetrator, for extended amounts of time
- Many shelters are not accepting new individuals. If shelters are full or an individual seeking shelter may be at risk of COVID-19, there is an inability to seek shelter
- Using the court system to enforce distance from the perpetrator has become challenging

Emotional

- Inability to seek out support systems due to shut-down or proximity to abuser, including therapy or support from loved ones

- Abuser using COVID-19 to keep partner/children trapped within the home
- Strict control over family routine and the household
- Opportunities for further isolation

Verbal

- Increased proximity heightens verbal abuse
 - Name-calling, criticizing, belittling, silence, cursing
- Increase in threats to use COVID-19 as a weapon
 - Ex: "I will expose the kids to coronavirus" or "I will throw you out to get coronavirus"

Sexual

- Increased proximity
- Increase in reproductive coercion
 - Forced pregnancy or abortion
 - Controlling contraceptive access
 - Accessibility of abortion services

Spiritual

- Challenges with observing religion
- Isolated from religious community
- Forced to practice religion or culture according to perpetrator's rules

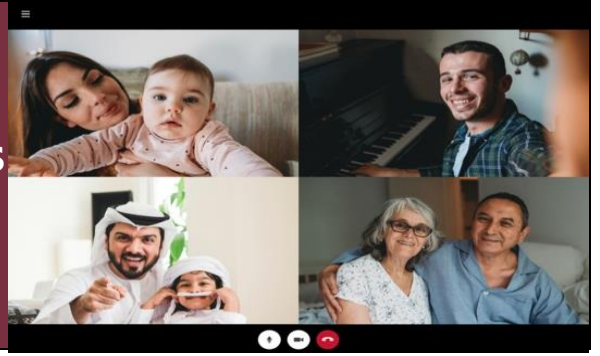
Financial

- Less financial resources leads to escalation of financial abuse
- Unemployment impact
- Further control over financial resources survivor can access, such as unemployment or stimulus checks
- Unemployment used against victim
- Jeopardized escape plan

Adapted from the National Coalition for Domestic Violence and the Jewish Family Service Association of Cleveland, "COVID-19 Safety Planning".

The Impact of COVID-19 on Families

By Karma Kovacs



Introduction

COVID-19 has impacted every part of our lives. From work, to school, to social gatherings, the virus has shown no mercy in sparing us any normalcy in our lives. In this , we will discuss the multitude of ways this pandemic has affected families' lives.

Objectives

- Learn the different ways COVID-19 has disrupted families' daily lives
- Understand how the virus disproportionately affects families of color and of low socio-economic status

How COVID-19 Has Changed Families' Lives Across the U.S

Listed below of some of the harsh tolls the virus has taken out on families.

School

During this time, most schools around the country have shut down and have gone online for the remainder of the school year. This means that kids are staying at home and parents are having to make sure their children are participating in lessons on zoom and doing their homework. Some parents are even taking the initiative of teaching their kids themselves.

This, however, can be stressful for both the children and the parents. Children are missing their previous structure and friends, while parents are now dealing with the extra stress of having to watch their children all day. Not to mention, not every family has the luxury of having the ability to keep their kids at home. This applies to kids of "essential" workers such as healthcare workers, grocery store employees, janitors, etc. But this also applies to families who are low-income and cannot afford to be unemployed for an unprecedented time. These parents do not have time to teach their kids or help with homework. Those from low-income families also may not have access to the internet or other resources for school. This means that kids who come from low-income



households will fall back in the coursework and will not have access to the same education as their peers.

Employment

According to the Washington Post, since the pandemic has hit the U.S, over 22 million Americans have filed for unemployment benefits. Although the government is sending out aid, the process is slow and is not enough to cover most families' finances. This has put huge stress on families who have been laid off as rent and other bills are still due every month. Without a stable income, this affects families' housing as well. If landlords are still requesting rent, the family's risk being kicked out in the middle of a pandemic.

Food shortages

As layoffs increase, the demand for food banks has surged in the U.S. The food banks are going over budget and are being forced to ration their food as demand increases. According to the Guardian, some food banks in Pennsylvania are going over their budget by 1 million each week and are still having to turn some families away.

Also, in grocery stores many people are buying in bulk, leaving others with nothing behind. There are a lot of people who are living from paycheck to paycheck and cannot afford to buy three weeks' worth of groceries.



Domestic Violence

Since the lockdown, domestic violence cases have been increasing drastically all around the world. With victims having limited access to the outside world, abusers are able to take advantage of this situation and are able to have more control. Domestic abuse not only affects those in the relationship, but it affects children as well. Not only can children be victims themselves, witnessing domestic violence in the home is traumatizing and can have long-lasting effects on children.



If you or someone you know is experiencing domestic violence, know that there are resources still out there. There is the national hotline 24/7 hotline, 1-800-799-SAFE and there is also an online chat (<https://www.thehotline.org/help/>) for those who cannot call.

How COVID-19 Is Exposing Inequality

As the pandemic spreads across communities, it is also exposing how it affects the poorest and most vulnerable populations disproportionately. According to TIME magazine, those who are of lower socioeconomic status are more likely to catch the disease and to die from it. This is because those of lower socio-economic classes usually do not have the luxury of working remotely. These jobs such as janitors, grocery store employees, garbage collectors, etc. are all considered essential jobs. They still have to go into work to get paid which then makes them more likely to be exposed to the virus.

Not only does it increase the likelihood of those in low socio-economic status catching the virus, but these people are also more vulnerable to the virus and are more likely to have more serious symptoms. This is due to the fact that they have less access to proper healthcare and healthy food. People who are closer to the poverty line are also more likely to have chronic health conditions such as diabetes or heart disease.

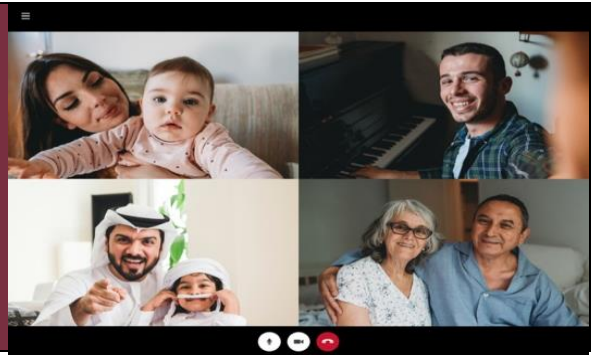
This only affects families as a whole. Due to financial stress, low-income families will probably have more tension in the home which can lead to marital problems and conflicts with children. This also means that children of low-income families may not be receiving a fair education at home. They may not have a suitable environment to study in or they may not have access to technology. Either way, every member of low-income families are disproportionately affected by the virus.

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Resources for Parents Educating their Children at Home

By Katie Desorcy



Introduction

Coronavirus poses many challenges to families. Parents may have never imagined having to homeschool their kids, and students may not have ever imagined being homeschooled. Coronavirus has created new challenges as students and parents adapt to a new way of learning. You are not alone in having to find ways to effectively educate your child and ensure that your child is meeting their respective educational goals.

Objectives

- Understand the resources available to parents who are homeschooling their children.
- Understand the resources available per age group and specific learning needs.

Birth – Age 5

The Florida Office of Early Learning - Has a comprehensive list of resources for families to use for a child to learn outside the classroom. These resources are all state wide programs that are implemented for early learning.

<http://www.floridaearlylearning.com/parents/parent-resources>



Waterford - This company sends out an email to parents every Monday, Wednesday, and Friday, with a video and activity to do with your child. These activities are designed for children ages 3-4. www.waterford.org

Reading Rockets - This company has resources in many different languages for parents. This website goes over tips for parents and how to help teach their child to read when children grow up in multi-lingual households. <https://www.readingrockets.org/article/reading-tips-parents-multiple-languages>

STEM from the START - This company provides online learning in the subjects of Science, Technology, Engineering, and Mathematics, for children pre-k – 2nd grade. This curriculum was developed specifically to help support parents at home with online learning. <http://www.stemfromthestart.org/>

Funexpected Math - This company was built for students for ages 3 to 7 years old. This website helps children build mathematical thinking skills and become comfortable with math from an early age. This is an app that is easy for children to use. <https://funexpectedapps.com/playhome>

Elementary Age

Learning A-Z - This company is offering free access to Raz-Kids and Headsprout. Raz-Kids is for K-5 students and provides digital access to 800+ non-fiction and fiction leveled books in English and Spanish – students can listen to the books or read independently. Headsprout is for K-6 students and provides individualized, adaptive reading instruction through a series of fun, engaging lessons for early reading and reading comprehension. <https://www.learninga-z.com/site/lp2/covid19>



Family Friendly School - Family Friendly Schools is offering free downloadable activities and books for English-Language Arts, Math, Science and Social Studies at each grade level preschool-grade 8. These activities are things parents can do at home with their kids and they are matched to what would be taught at that grade level. <https://www.familyfriendlyschools.com/>

Generation Genius - This company provides a free digital library of science lessons for K-5 students. <https://www.generationgenius.com/science-videos-for-kids/>

Flyleaf Publishing - Flyleaf Publishing offers a free resource to help facilitate online reading instruction and learning during this challenging time of school closures due to the Coronavirus outbreak. There are two areas of the site, one for Students and one for Instructors. <https://portal.flyleafpublishing.com/instructional-resources/>

BrainPOP - BrainPOP is offering free access to all their lessons in Science, Social Studies, English, Math, Arts & Music, Health & SEL, Engineering for K-3 students, 3-5 students, English Language Learners and Educators. <https://www.brainpop.com/>

Middle School Resources

Carolina Biological Supply Company - This company is committed to supporting parents, teachers, and school districts with learn-from-home resources for middle school. You will find free science activities for parents and students that are safe and require minimal materials.

<https://www.carolina.com/mslearningfromhome>

ST Math - This company is offering free access to parents to their interactive math curriculum geared towards K-8 grade level students through June 30, 2020.

<https://www.stmath.com/coronavirus>

Imagine Learning - Imagine Learning offers online language development lessons for K-8 students, including Math and Literacy Programs, geared towards keeping students and parents engaged in academics and language development. <https://www.imaginelearning.com/at-home>

Great Minds - Great Minds offers free access to "Knowledge on the Go" lessons in Math, Language Arts and Science for K-8 students and high school level math courses. <https://gm.greatminds.org/en-us/knowledgeonthego>

TGR EDU - This company offers interactive resources, designed for grades 6-12, to develop problem-solving and decision-making skills with real-world applications. <http://tgreduexplore.org/>

High School Resources

Carnegie Learning - This company is making their Math materials available to 6-12 grade level students and teachers. This includes text lessons, Artificial Intelligence-based software, skills practice, Instructional videos, Live Webinars twice per day for teachers, and a live Math Coach available 8:00am-6:00pm daily.

<https://www.carnegielearning.com/help-center/at-home-resources/at-home-resources-for-teachers/long-live-math-at-home/>

Tata Consultancy Services - This company is offering free CS/STEM technology education resources available for middle schoolers and high schoolers. <https://us.digitalempowers.org/covid-19-response>

Gilder Lehrman Institute of American History - Gilder Lehrman is offering free registration for families and students that includes study guides for AP Exams, lesson plans, online exhibitions, lectures by



major historians and access to over 70,000 primary source documents in the online Gilder Lehrman Collection. <https://www.gilderlehrman.org/>

Plasma Education - Plasma Education is offering free access to all teachers and students to their *Sci Ops: Global Defense*, a virtual game that provides high school level Chemistry lessons in a fun and interactive style. <https://play.plasma.games/>

Shmoop - Shmoop is offering access to resources that support learning remotely. Resources include, college test prep, over 10,000 videos on 1,000's of learning guides, over 400 online courses and more. <https://www.shmoop.com/local-standards/florida>

For more information on how to help your child learn remotely, visit the Florida Department of Education at <http://www.fldoe.org/em-response/resources-families.shtml>

Contact the Clearinghouse

850-644-1715

