



Fatherhood
Research
& Practice
Network

COVID-19 and Fatherhood: A Conversation about Practice, Research and Policy

October 20, 2020

www.frpn.org

Who is FRPN?



Jay Fagan, Ph.D.
Temple University
FRPN Co-Director



Jessica Pearson, Ph.D.
Center for Policy Research
Denver
FRPN Co-Director





Fatherhood Research And Practice Network

#1

Promote
Rigorous
Evaluation

#2

Build
Evaluation
Capacity

#3

Disseminate
Information



Overview of FRPN

- Cooperative agreement to Temple U & CPR funded (\$4.8 million) by U.S. DHHS, ACF, OPRE, 2013-2018
- Funded 21 research studies on fatherhood programs & practice conducted by research-practitioner teams
- Funded policy planning initiatives in 11 states to include fathers in state-level programs & policies that affect families and children
- Reports on all research projects and policy initiatives on www.frpn.org
- Book co-edited by Fagan and Pearson featuring 13 FRPN studies forthcoming by Routledge Press, 2021

Presenters



**Richard Tolman,
University of Michigan,
School of Social Work**



**Cheri Tillis,
Fathers and
Families Support
Center, St. Louis,
Missouri**



**Armon Perry,
4 your Child and
University of Louisville,
Kentucky**



**Amy Lindholm,
State Court
Administrative Office,
Michigan**



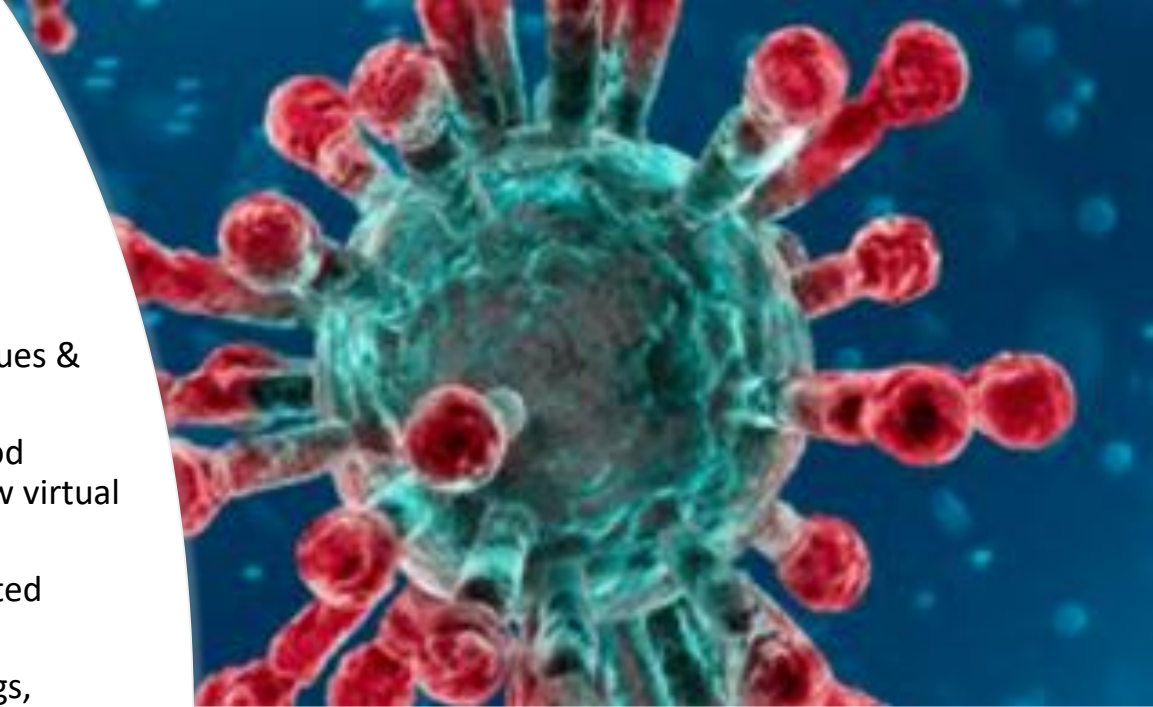
**Erin Frisch, Director,
Michigan Office of
Child Support**



**Laurie Friedman,
Temple University School
of Social Work**

Why a Webinar on COVID-19 and Fatherhood?

- COVID-19 has raised new parenting issues & challenges for fathers
- COVID-19 necessitates that fatherhood programming be conducted using new virtual formats and hybrid formats
- New formats may present unanticipated strengths and challenges
- COVID-19 necessitates that convenings, gatherings and summits be conducted using new technologies
- COVID-19 makes some fatherhood policy issues more salient (e.g, racial inequality) but others more challenging (employment opportunities, COVID relief, parenting time, child support modification, funding for programs & commissions)
- Research on virtual learning for adults suggests certain lessons and best practices that practitioners should know about
- COVID-19 raises new issues, research questions, policy initiatives, and training needs that should be addressed



Challenges Emerging During Covid-19

(as discussed in the Serving Fathers in Challenging Times group;
Co-facilitated with Dr. Carolyn Dayton, Wayne State University)

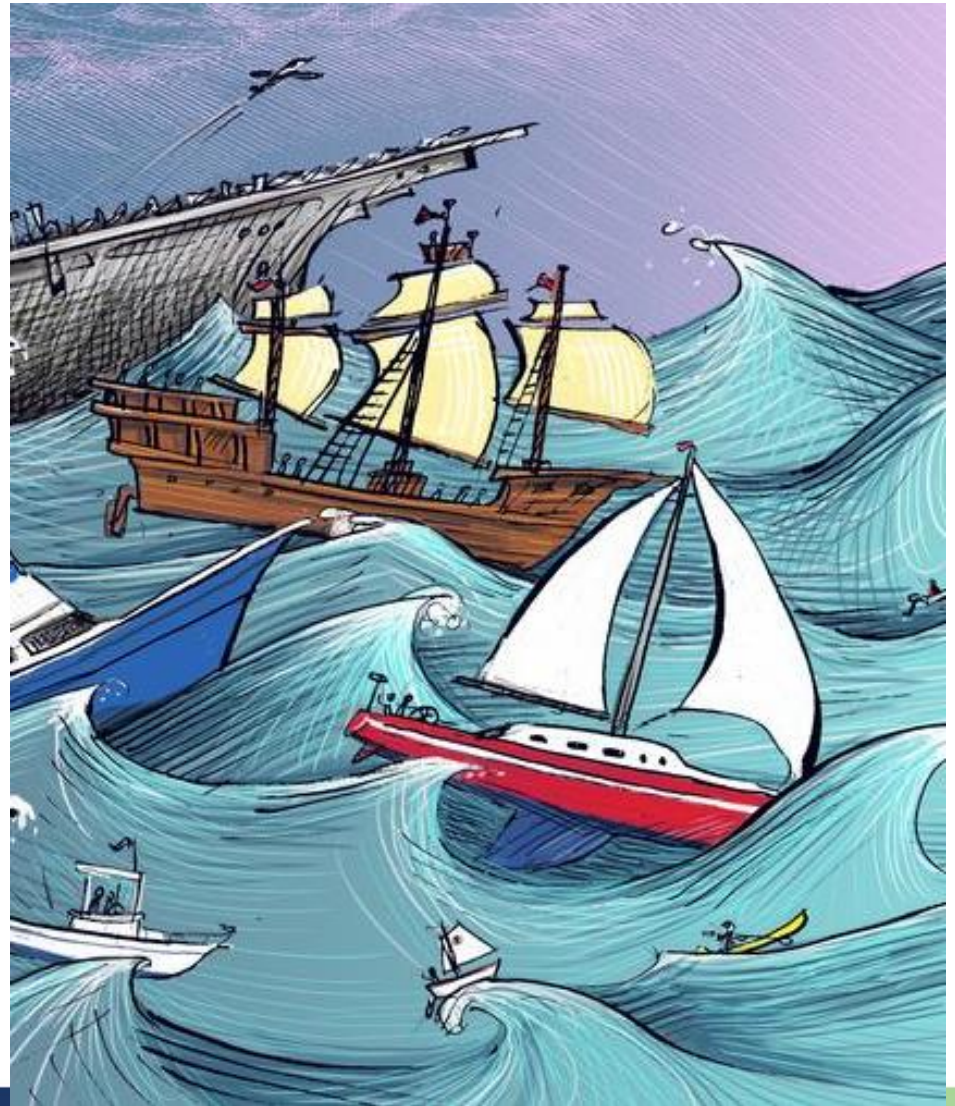
Richard Tolman,
University of Michigan,
School of Social Work



1. Parenting time refusal
2. Navigating shared custody
3. Increased domestic violence risk
4. Navigating technological barriers
5. Challenges accessing resources
6. Maintaining interpersonal connections
7. Struggle with schedules
8. Constant togetherness
9. Navigating the intersection of Covid-19 and the Racial Justice Movement
10. Educational challenges



“You’re not
alone in this.
We all might
be in different
boats.
But we’re in
the same
storm.”



Hybrid Model of Fatherhood Programming During Covid-19

**Cheri Tillis,
Fathers and Families
Support Center,
St. Louis, Missouri**



Fathers & Families Support Center St. Louis Family Formation Program

- Staff: Class Facilitator, Social Worker, Career Advisor, Family Therapist and Attorney
- 6-week Monday-Friday 8am-4pm
- 1 year Follow Up



Fathers & Families Support Center's Family Formation Program- Hybrid Model

- 6 Week Program Monday-Friday 9-1pm
- Week 1 in seat-socially distanced
- Week 2-6 via Zoom online conferencing
- Each week Monday afternoon In Person Check- In
- Weekly Case Management via phone or 1-1 socially distanced appointments

Fathers & Families Support Center's Hybrid Model Learnings

- Participants have shown an increase in active class participation
- Lessened attrition
- Higher enrollment rates
- Hybrid model limited the barriers of in-person participation

**New Formats for
Fatherhood Programs &
Staff: Virtual
Workshops**

- Armon Perry, Ph.D., MSW
- Professor, University of Louisville
- Project Director of fatherhood program enrolling and serving fathers virtually since May 2020

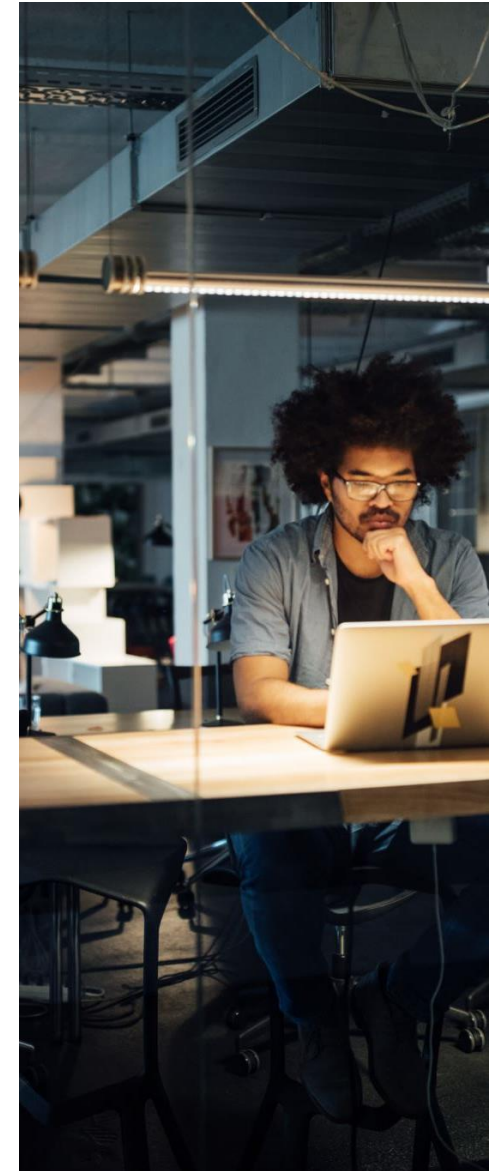
New Formats for Fatherhood Programs & Staff: Virtual Workshops

Facilitators should be patient– Both conceptually and practically

- Remember that online environment may be new for staff and participants
- Recognize that the differences in bandwidth may cause delays in displaying slides or hearing feedback. Be ok with short periods of silence

Embrace the online workshops as an opportunity

- Recording sessions means that no one has to ever miss class
- Explore synchronous and asynchronous options
- Remember all those dads who told you they couldn't make because of their schedule...here is your chance!



New Formats for Fatherhood Programs & Staff: Virtual Workshops

Don't automatically assume that the level of engagement will be diminished

- Don't rush through content thinking that dads want to "get it over with"
- Take advantage of the chat features, especially for the more introverted participants

Get creative with what used to be the interactive components of your workshops

- Poll option in MS Teams
- Poll, quiz, and drawing options in Zoom
- Create assignments and engagement opportunities in Google Classroom (discussion boards etc)
- Combine the Pony Express and the Spacely Sprockets
- Make use of QR codes for supplemental information
- Hand raising and muting



Foundations of Fatherhood: Resilience in Uncertain Times

Jul 28 - 30, 2020

MAIN NAVIGATION

- Home
- Agenda
- Attendees
- Community
- Messages

RESOURCES

Session Q&A



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www.frpn.org

Michigan Fatherhood Summit Goes Virtual

Amy Lindholm,
State Court Administrative Office, Michigan

2020 Michigan Fatherhood Summit: Overview

- Goals
- Budget
- Planning timeline
- \$10 conference registration (**EventBrite**); free for fathers
- Tuesday - Thursday, 8:30 – noon (Eastern)
- Daily (by **Zoom**):
 - Welcome & Plenary
 - Café discussion
 - Breakouts (3-4 concurrent options)
 - Plus evening 1-hr fathers sessions (free)
- Networking app (**Whova**)

TOTAL NUMBER OF
DOWNLOADS

 90

out of 126 attendees
(71%)

2020 Michigan Fatherhood Summit: Popular Topics



Foundations of Fatherhood: Resilience in Uncertain Times



Plenary 2: Bias, Black and Changing Culture

Lisa Knight
Urban League of West Michigan
Vice President/Chief Program Officer



Foundations of Fatherhood: Resilience in Uncertain Times

Plenary 3: The Hidden Consequences: Kingz Table

Zoom
Jul 30, 2020 at 09:00AM - 10:00AM



Cole Williams
ColeSpeaks; Son to a
Father
Motivational Speaker,
Fatherhood Consulta...



Alfred Fowler
Kingz Table
Speaker/Mentor



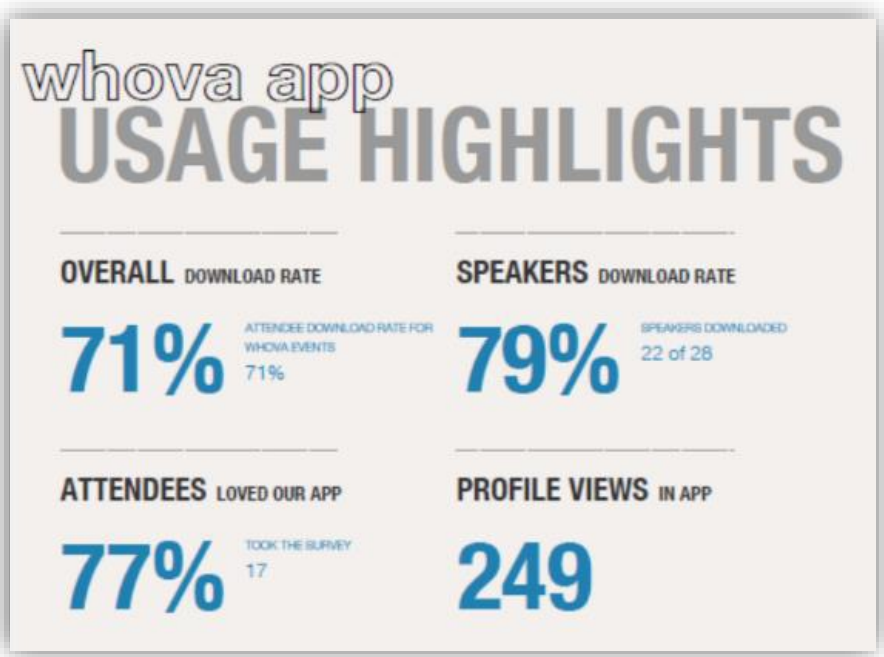
Civi Mahdi
Kingz Table
Mentor/Consultant/Speake
r



Troy Heintzelman
70x7 Life Recovery
Relationship Manager

2020 Michigan Fatherhood Summit: Strengths

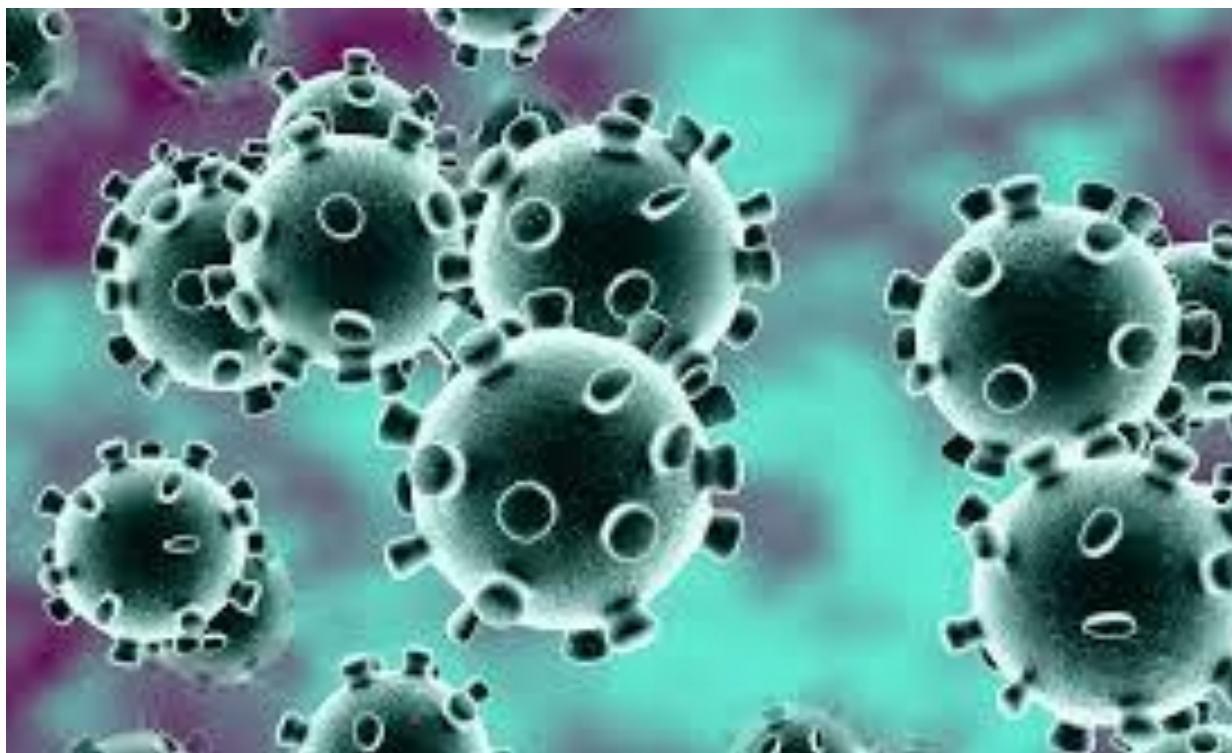
- Collaboration across coalitions
- Participation
- Networking
- Surveys



2020 Michigan Fatherhood Summit: Lessons Learned

I loved the question answer format instead of using a slide presentation! I love hearing from people's experiences.

1. Feature dads
2. Concurrent sessions
3. More discussion/"café" time
4. Simplicity & streaming links
5. Dry run
6. Marketing
7. Time of day



Covid-19 and Fatherhood Policy

**Erin Frisch, Director
Michigan Office of Child Support**

Arguments for Policy Makers

- Supporting fathers is about equity
- Investing in fathers is investing in families
- Effective anti-poverty strategy



Policies to Consider

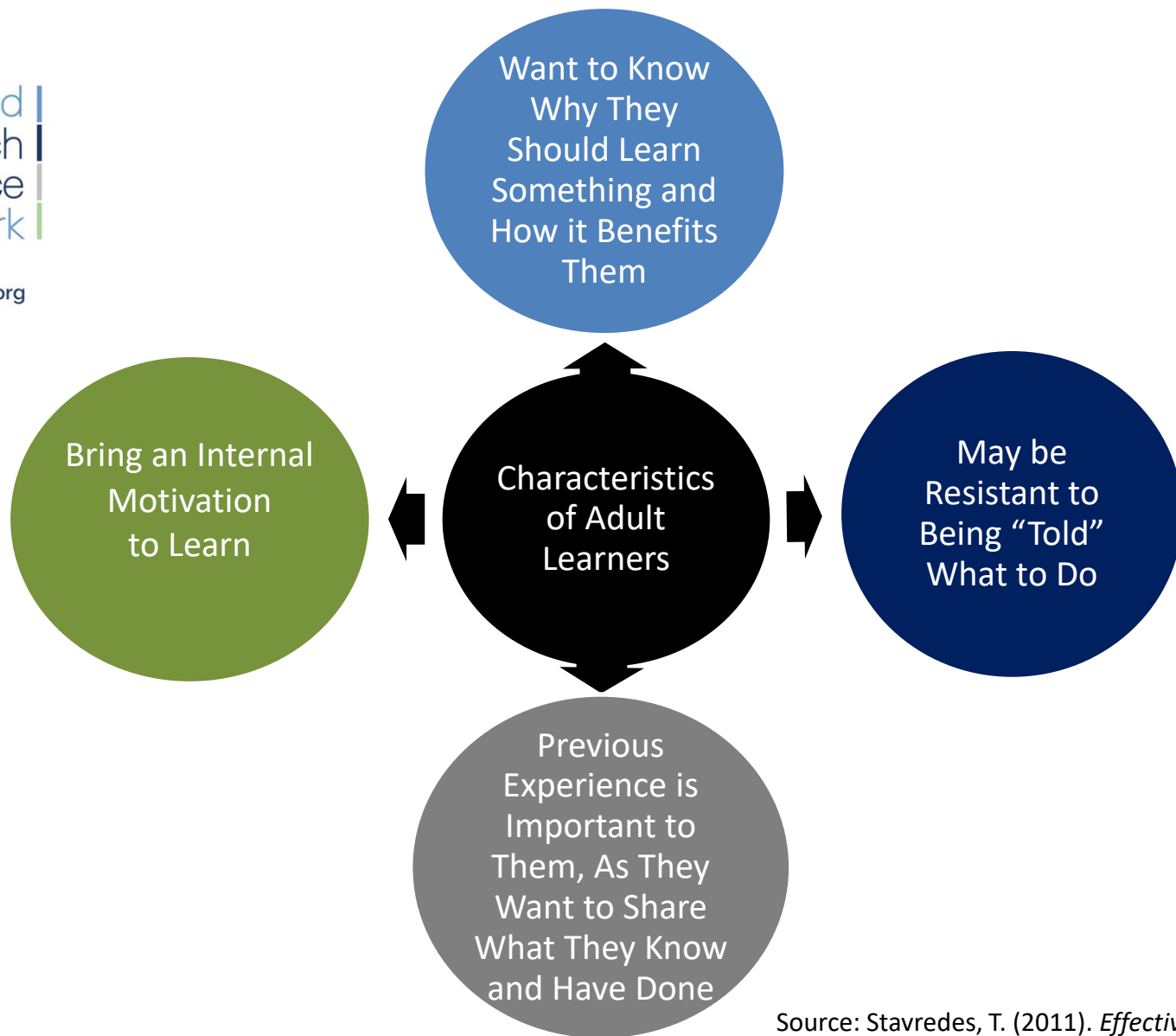
- Reliable, dedicated funding
- More than employment supports
- Connecting fathers to their children
- Working with community partners



Research on Virtual Formats: Best Practices

Laurie Friedman,
Temple University
School of Social Work





Source: Stavredes, T. (2011). *Effective Online Teaching*.

What Happens When we Learn?



- Our brains have over 100 billion neurons, which have axons that allow them to communicate with other neurons through the release of chemical neurotransmitters into tiny gaps between neurons called the synaptic gap
- Every new experience we have (ie new sensations, new thoughts and new actions) leads to more neurons forming connections with one another, strengthening existing connections and forming networks
- The first connections are temporary; if the connection is used again (i.e we repeat the thought or recreate the experience), the connection becomes stronger
- Learning constitutes a change in our brains (ie creating new networks and/or modifying existing ones)

“Neurons that fire together... wire together” (Lang, 2016, p.95).

The Learning Circuit

Implications for our Workshops

Integrate choices

- In preparation materials (readings, videos)
- In sharing what they've learned
- How to access workshops (phone, computer, tablet)

Integrate multiple means of participation

- Include spaces for reflection
- Mini lectures
- Small group discussions

Integrate retrieval practice

- Quizzes, polls, games

Integrate multiple sources of knowledge

- Individuals' experiences, staff knowledge, research evidence



Inclusivity

Every time we make a decision, we want to think about who we are leaving out

- Technology considerations
- Day of the week and time of workshop/event
- Amount of preparation required
- Cost to attend (money, time, child care)
- Font type, size and color choices
- Communication choices (email, text, phone call, mail)

“There is only one way to look at things until someone shows us how to look at them with different eyes.” –

Pablo Picasso



When choosing technology, think about:

- Monetary cost to you and others
- Time/difficulty to learn it for you and others
- How often you will use the tool
- Privacy and security
- Whether the **goal** can be accomplished with a more common tool
 - Bloom's Taxonomy

Technology Considerations



Always share information on how to use the technology the first time!

Tips for Practice

Live Virtual Sessions

- Send mini-agenda and what they should have to be prepared (notes, pen/paper, quiet space, specific questions)
- Integrate opportunities for participation
 - Polls, reflection questions, breakout discussions, creation of tools

Use of Breakout Rooms

- Opportunity for participants to engage and collaborate in smaller, more personal groups
- Helpful to have a “deliverable” to report back with
- Can share the task instructions via a file in chat prior to opening the breakout rooms
- Usually takes approx. 5 minutes to settle into the group and focus on task. I suggest using breakout rooms for activities that are 15-30 minutes long, so they have time to delve into it and work together
- I also suggest keeping the groups the same for the workshop if you have multiple breakout sessions. This way students don't have to reintroduce themselves/readjust to each other



Tips for Practice

- **Other Thoughts**

- I've used breakout rooms for games such as quizzo
- Online tools for jeopardy such as playfactile.com or kahoot



- **Tools that can help**

- Remind me app
- Google docs
- Google forms
- Kahoot
- Padlet



Questions for the Panel?





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