Sammen på vei
Nurse-Family Partnership©



RBUP Regionsenter for barn og unges psykiske helse – Øst og Sør

Sammen på vei
Nurse-Family Partnership©

Parents' Guide

Marte Meo Developmental Support Program in Nurse-Family Partnership

Developed by Kristin Lund, 2022. Revised 2026



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Use of the materials:
This Parents' Guide should be used together with Marte Meo video guidance in Sammen på vei.
For more information, please contact Kristin Lund

Topic sheet: Positive leading
Showing the way – structuring

Structure: In some situations, your child cannot do what they want, and you must tell them so. For example, when you are in a hurry in the morning. In those instances, it is important to have good strategies for getting your child to cooperate with you.

The best thing for your child is for you to start by saying what is going to happen: "It's time to clear away the toys now, because we need to get ready to go out." Speak in short sentences about what is happening. Wait for your child's reaction and put it into words to validate and acknowledge their experience: "I know you would like to carry on playing. You were having fun. But now we need to go out."

Remember particularly to verbalise what your child does to cooperate with you: "Great, you put the toy in the box. See how much faster it goes when we do it together."

Choose a situation in which you must decide. Tell your child what is going to happen. Tell them what you are doing and verbalise their reaction. How does your child react when you do this?

Was there something you would have done differently?

Topic sheet: Positive leading
Validating and naming

Validating: Validating means showing that you see what your child is expressing. You can validate them with a nod, smile, some words or other forms of response. In this way, your child experiences that you see them and acknowledge that their discoveries are interesting to you. Brief descriptions of what is happening are sufficient. For example: “Yum, yum! You thought that was nice.” “Oh, that made you sad.”

Comments like this help your child understand what is happening. Try to put into words (verbalise) what your child is expressing. How does your child react to that?

Naming: By saying what is happening in various situations, you make your child curious about what is going on. This can spark your child’s interest in their surroundings.

Try to put into words (name) what is going on around you. Does this lead to greater curiosity on the part of your child?

Video-based developmental support for parents

Using video can be useful for becoming aware of what works in the interaction between parents and children. It is provided to everyone who is part of Sammen på vei. In the video feedback we can look together at what the child shows that the child needs from the parents.

Although video-based support is a fairly new way of working with parents and their child, we do have some knowledge about its efficacy. A meta study from 2019 (O'Hara et al., 2019) examined 20 studies in which more than 1,500 parent-child pairs participated. The studies found that video-based guidance initiatives had a clear impact on parental sensitivity. Another study found that video-based guidance initiatives reduce behavioural problems in children between the ages of one and three (O’Farrelly et al., 2021).

Experiences from family nurses and feedback from parents in Nurse-Family Partnership/Sammen på vei who have received video-based guidance is that using video feedback is useful and can help parents become aware of new aspects of themselves in their parental role and more aware of the kind of support their child needs.

How is the video filming carried out?

We start filming when the child is about two or three months old. The number of recordings made will vary, depending on what the parents want and feel they need. We like to film the child at various ages, because children's need for support varies as they grow and develop. We plan to film at the following stages:

When the child is 0-8 months old:	1–6 recordings
When the child is 9-16 months old:	1–4 recordings
When the child is 17-24 months old:	1–4 recordings

We film for a maximum of five minutes. This can be in a situation where nothing specific is going to happen or when an activity is going to be carried out (for example, care, meal). For the next home visit, the family nurse has prepared a section from the film recording that you can watch together.

Key topics

1. Following the child in free play

In the beginning of life, the child is most interested in faces and human contact, primarily with their parents. The first topic is therefore the child's efforts to take initiative. In the video feedback, we can see how the child shows interest in the parent and how the child shows they need a pause. The parents' most important task in

Topic sheet: Positive leading Predictability and support

Predictability: Facilitating situations means creating a secure framework which makes the situation predictable for your child. It is good for children to know what is going to happen, so they don't have to worry or speculate. They can behave naturally and explore the world with confidence.

How do you plan the things you and your child are going to do?
Do you normally tell your child what you will be doing?
How does your child react when you say what is going to happen?

Support: Parental facilitation and support is important for the development of a child's motor skills, language, emotional and social competence. Children need their parents' support when they are playing and exploring the world, and when they need comfort and care.

Can you see how you can be a support for your child? Physically (facilitating time and place), emotionally (facilitating through words and feelings).

Topic sheet: Following the child
Waiting and turntaking

Waiting: When you have said or done something to your child, it is their turn to answer you. Give your child time to respond. WAIT for their reaction. It is important to give your child enough time. Some children take a long time to respond in the form of a vocalisation, look, movement or such like. Other children respond quickly.

What does your child do after you have said or done something? How long does your child take to respond to you? Silently count and see how far you get before your child responds.

Taking turns: Interaction and taking turns mean that everyone gets a chance to participate. It is about alternating between speaking and listening first you, then me. Children who experience this find that what they say and do is important for others.

From now on, spend a few minutes each day studying how you and your child take turns to speak.

Can you describe how you and your child speak to each other? What is that like for you? What do you think it is like for your child?

this phase is to wait and let the child take the initiative, then respond by copying/imitating what the child does.

In the video recording, we will look for places where the child expresses themselves through vocalisations, facial expressions, body movements, etc. We will look at this together. The child's need to take a pause is similarly interesting to study. The next thing we are concerned with is to look when the parents respond to the child's initiatives. This may involve leaning closer to the child, making a facial gesture such as raising the eyebrows, smiling, opening the mouth wide, answering with an "ah" or other words or sentences. The parental response may also be to comfort the child if they are crying or smiling at them when they show contentment. It is important for the child that the parents manage to wait until the child has completed their initiative before responding.

2. Positive leading

When the *conversation* between the parent and the child works, and the parent and the child take turns, the focus then turns to the parents' ability to lead the interaction. Parents who explain what is going to happen, act predictably and show confidence in situations give the child the feeling of being sheltered and protected. This is important if the child is to have the courage to explore. Parents who are good at structuring and regulating can help their child in different situations, such as the transition from one activity to another, which can feel unpredictable and unsafe for some.

Information about filming

Filming captures the interaction as it takes place in the moment. After filming, the parents can indicate whether this was a normal situation or if something was out of the ordinary.

We film for no more than five minutes. It can be a film where nothing specific is going to happen (an unstructured situation) or when something specific is going to be done (structured situation).

Unstructured situation: Parent and child are together, without having anything in particular to do. It can be pure imitation or that they talk together, explore toys or other things in the environment, or that the child is comforted.

Structured situation: Parents should carry out a specific activity with the child, either undressing/dressing, grooming, feeding the child, or a transitional situation (from one activity to another).

The family nurse should not speak when filming. If parents are curious about something, they can ask before or after the video recording. You will get information what will be filmed before the video recording starts. For example; “we want to see how your child takes an initiative”, “we are concerned with how you each take turns in the interaction, every other time”.

Topic sheet: Following the child
Contact and pause

Contact: Children show that they want contact in numerous ways. They might look at you, turn their bodies towards you, be focused on what you are saying, or make body movements that signal their desire for contact. It is not always easy to know when children are ready for contact. You must therefore study your child carefully to spot the small signals they are sending you.

From now on, spend a few minutes every day creating a calm situation where you have your face turned towards your child. Study and discover how your child seeks contact with you. How do they show show that they are interested in you?

Break: Your child will sometimes need to take a break. They may show this by turning away, falling silent, closing their eyes, etc. Your child’s brain cannot yet store a lot of impressions all at once, so it is important to take breaks from time to time. In a short while, your child will turn its attention back to you for more contact.

Study what your child does after you have maintained contact with each other for a little while. How does your child show they need to break off from the interaction? What does you child do after taking a short break?

The last few pages of this guide contain topic sheets that can be used together with the video-based support. The topic sheets describe how the different topics relate to normal interactions and give suggestions for activities that can be done together with the child.

References

Partners in Parenting Education. Training pack for NFP teams. Komme i gang med PIPE [Getting started with PIPE], 2016.

O'Farrelly, C., Watt, H., Babalis, D., Bakermans-Kranenburg, M. J., Barker, B., Byford, S., Ramchandani, P. G. (2021). A Brief Home-Based Parenting Intervention to Reduce Behavior Problems in Young Children: A Pragmatic Randomized Clinical Trial. JAMA Pediatr, 175(6), 567-576. doi:10.1001/jamapediatrics.2020.6834

O'Hara, L., Smith, E. R., Barlow, J., Livingstone, N., Herath, N. I., Wei, Y., Macdonald, G. (2019). Video feedback for parental sensitivity and attachment security in children under five years. Cochrane Database Syst Rev, 11(11), Cd012348. doi:10.1002/14651858.CD012348.pub2

Storage of video recordings

- Video recordings are made using the family nurse's iPad, which is password protected.
- Video recordings can be stored on the family nurse's iPad for up to 30 days.
- The video recording is then transferred to Tjenester for Sensitive Data (TSD), which is a data storage location with a very high degree of security. TSD is provided by the University of Oslo.
- Once the video recording has been transferred to TSD and the video guidance has been completed, it is deleted from the iPad.
- Video recordings are stored at TSD until you finish Sammen på vei. At that time, participants will be offered a memory stick with their video recordings. The films will then be deleted from TSD.

Glossary of words and terms in this guide

Relationship-building and attachment

Relationships are founded on the feelings individuals share and have for each other. By sharing experiences and feelings, patterns are created that are carried forward and intensify with each subsequent encounter. These patterns also form the foundation for the relationships the child has with other people. Sharing experiences with others can create a feeling of belonging, which in turn can build self-esteem. Children need to feel safe and protected, understood, and taken care of. It is therefore important that the first relationship they experience is a good one. Children remember their previous experiences when they meet new people. So, if they have experienced loving care, they will continue to feel confidence, happiness and trust when they meet other people (Partners in Parenting Education, 2016).

The first experiences a child has with other people are with their parents. Children are born with a natural sense of belonging to their parents, which says: "I trust you; I need you." The arrival of a child creates a new relationship (Partners in Parenting Education, 2016).

Imitation

Imitation is the starting point for developing social skills and learning. It starts before the child has learned to talk. A child can copy/imitate simple facial expressions made by their parents from the moment they are born. The experience of mutual influencing can help the child to feel seen and protected from the very beginning. A child who is imitated learn that their feelings can be understood by and shared with others. They experience being seen, acknowledged and understood by emotionally available parents.

Taking turns

Communication is about following the rules for alternating between speaking and listening: *first you, then me*. Being sensitive means adapting one's tempo and engagement to the child and allowing the child to participate in the conversation. It is about listening to the child, validating the child's feelings and helping to resolve problems when needed.

Predictability

Knowing what is going to happen can provide a sense of control and understanding. It is therefore important that parents prepare both themselves and the child for what is coming. This could be something the child and parents are going to do, or it could relate to thoughts or feelings.