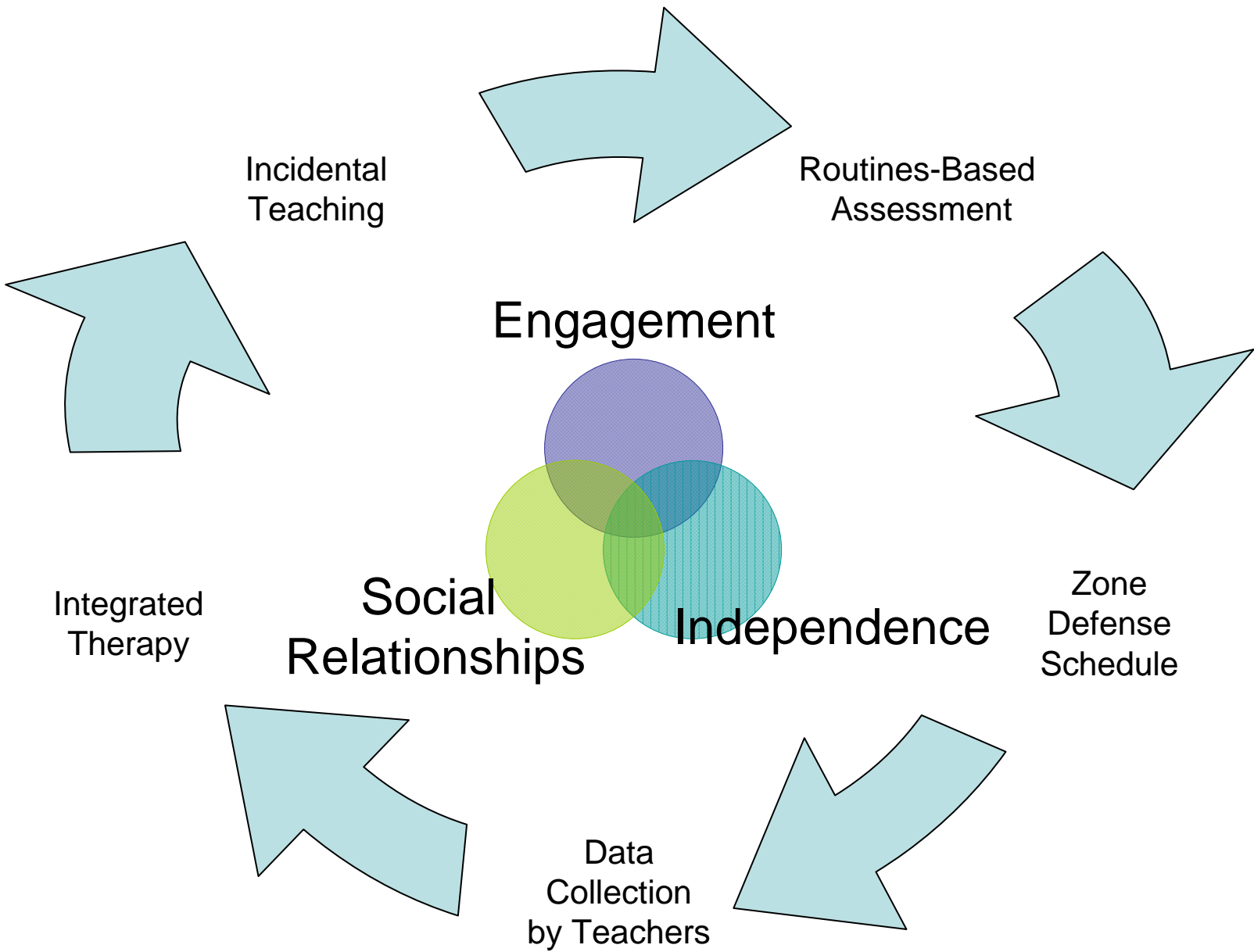


Developing Functional Goals for Preschoolers

Robin McWilliam, Ph.D.
Director, Siskin Center for Child
and Family Research

Contact

- Robin.McWilliam@Siskin.org
- www.SiskinResearch.org
 - This PPT will be available here (click on Presentations)



Incidental Teaching

Routines-Based Assessment

Engagement

Integrated Therapy

Social Relationships

Independence

Zone Defense Schedule

Data Collection by Teachers

Need for Routines-Based Assessment

- The assessment legislation and our field amazingly forgot: **needs!**
- Functional outcomes/goals (target behaviors)
 - Address *participation (engagement)* needs
 - Address *independence* needs
 - Address *social relationships* needs
- Family priorities reflected in the IFSP/IEP
- Outcomes/goals meaningful to the child's caregivers
- To capitalize on learning opportunities, without embedding nonfunctional outcomes/goals

Questions

- How are you currently coming up with goals?
- What makes them functional?
- How do you define *functional*?
- Does anyone care what the goals say?

The Routines-Based Interview

- Go through each “routine” (i.e., time of day or activity)
- Get a sense of family’s and child’s functioning
- Write down significant information
- Star concerns
- Recap concerns with the family, showing them the starred items
- Ask what the family would like to concentrate on
- Write down these outcomes
- Ask them for the priority order

Structure

Within Each Routine

1. What does everyone else do?
2. What does this child do?
 - a) Engagement
 - b) Independence
 - c) Social relationships
3. How satisfactory is this routine?

Home Routine

Waking
Changing diaper
Going to kitchen
Breakfast
Parent getting ready
Going outside
In shops
Lunch
Going to park
Other family members
coming home
Dinner preparation
Dinner
Bath
TV
Bedtime

Outside
Music
Story
Lunch
Nap
Entertains
Departure

3. How well is this routine working for the child ("goodness of fit")

Assessing What?

- Child
 - Engagement
 - Independence
 - Social relationships
- Family
 - Satisfaction with routines
- Classroom
 - Goodness of fit

Noting Potential Goals

- Write down, in short notes, important information
- Especially note concerns (potential outcomes)
 - Put stars (★) next to them
- These are not the parent's chosen outcomes yet
- This will be a list of 10-20 or more concerns!
- At the end of the interview, use these to remind the parent

Goal Selection

- Interviewer reads aloud notes about potential problem areas.
- The family selects 6-10 outcomes (goals)
- The family put goals into priority order

Kinds of Goals

- Child-level
 - Home context
 - Classroom context
- Child-related family goal
 - E.g., know about the child's disability
- Family-level
 - E.g., mother find employment

What will you do with...

- Child-related family goals?
- Family-level goals?
- What is the biggest travesty in public policy related to young children with disabilities?
 - Hint: Family systems theory, developmental theory, social support theory, helpgiving theory

Are you a pawn who can do nothing about this, because of public policy?

- Or is there something you can do to acknowledge that
 - Parenting of 3- to 5-year-olds is more influential than is classroom teaching of these children?
 - Family well-being is intricately related to the development of young children?
 - Classroom programs can be where children learn HOW to learn as well as WHAT they learn?

The RBI and Outcome Functionality

- The RBI does lead to more functional outcomes, meaning
 - They **specify** what the child or family will do
 - The contextual need has been identified (i.e., what makes it functional)
 - It's important to the primary caregivers

Interventionists' Concerns

- What if a professional has detected a delay or other problem?
 - Why is this a FUNCTIONAL concern?
 - Fit the intervention into existing outcome
 - Obligation to give families information
 - **BUT MAKE SURE IT IS EVIDENCE BASED**

A Successful Interview

- Lasts a minimum of 1 hour
- Produces a minimum of 6 goals

“What if a parent wants something like more time to herself, and we don’t have the resources to meet that need? Am I expected to go babysit her kids?”

Who's There?

- Family decides who they want from the family
 - Child does not have to be there
 - Minimize interruptions
- Teacher needs to be interviewed
- Ideal to have 2 professionals
 - 1 is manageable

Roles of 2nd Person

- Help with questions
- Take notes
- Handle interruptions
- Score developmental test?

Main RBI Activities to Remember

- “What are your main concerns?” (short)
- “How does your day start?”
- 6 pieces of information per routine
 - Including rating
- 2 magic (i.e., powerful) questions
- Recap
- Goal decisions
- Priority order

Intervention Versus Service

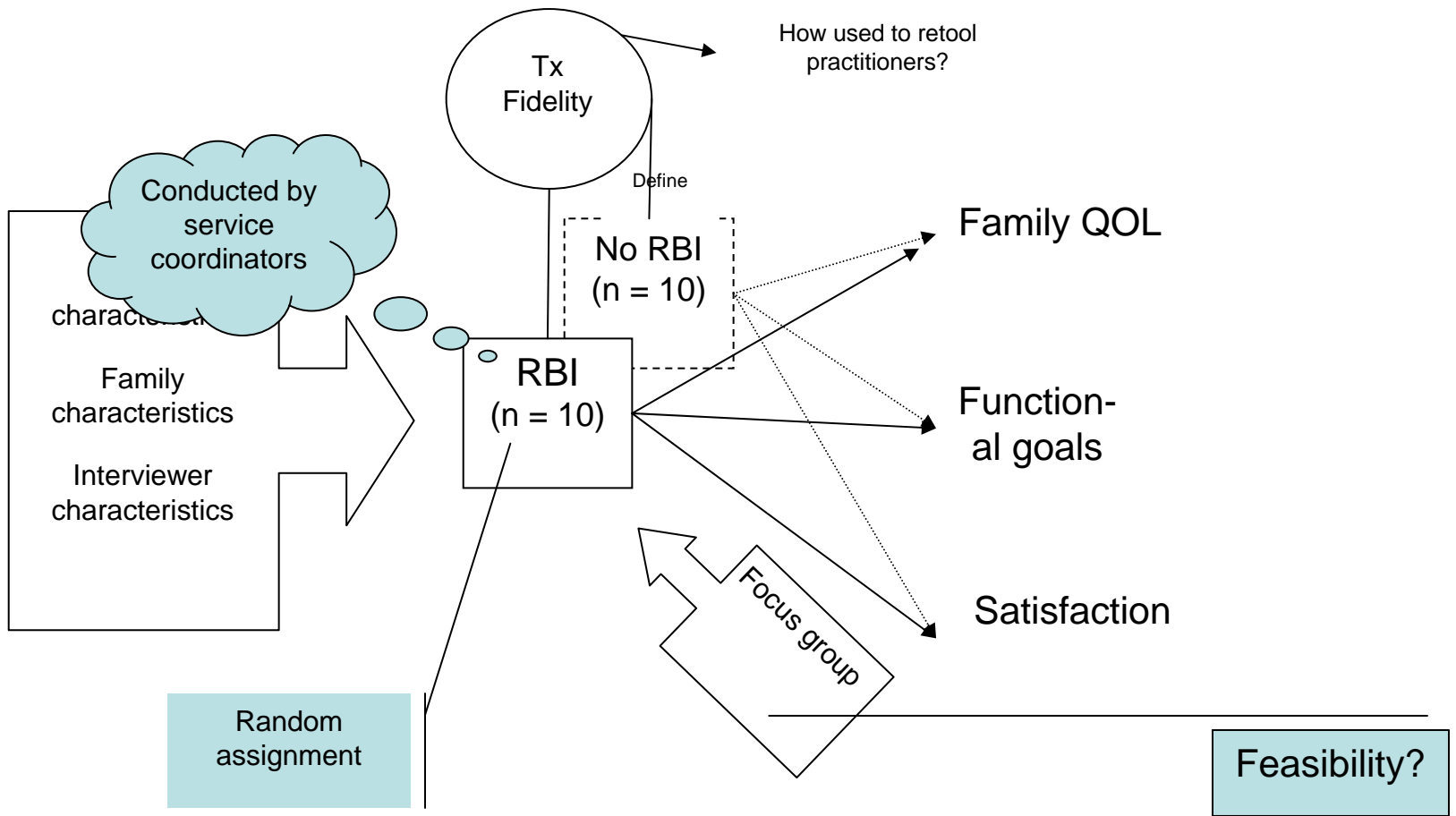
- Intervention: What the child receives
- Service: What the parents receive

Implementation

- In groups
- For a new child, who would conduct the interview?
- Who would be interviewed?
- Who else would be there?
- For an ongoing child, same questions

Preliminary Study

- McWilliam, R. A., Casey, A. M., & Sims, J. (2009). The routines-based interview: A method for assessing needs and developing IFSPs. *Infants & Young Children, 22*, 224-233.



Logistics

- Considerations
 - When—for a new child and family?
 - Who should be present?
 - What happens to the information?

Logistical Principles

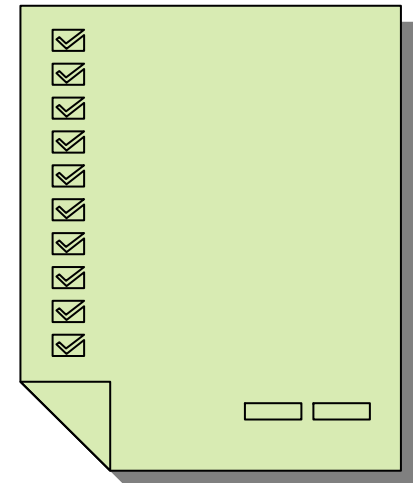
- Should occur before services are decided
- Should include major interventionist working with the child/family
- Should not compromise the interval between referral and service delivery
 - What's using up all this time?

Teacher Interview

- Teacher Present
 - Parent interview on home routines, through arrival at school
 - Teacher interview about school routines
 - Resume home routines
 - Recap both home and school concerns
 - Parent picks goals for home and school
- Teacher Absent
 - Parent permission to interview teacher
 - Teacher interview about school routines
 - Another time, parent interview about home routines, through arrival at school
 - Interviewer reports on school routines
 - Resume home routines
 - Recap both home and school concerns
 - Parent picks goals for home and school

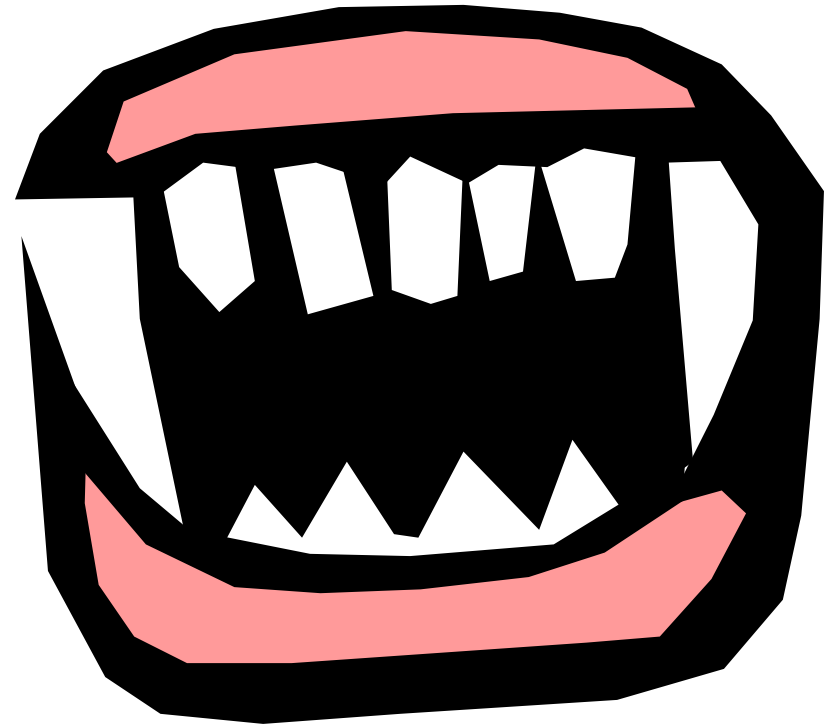
7 Steps for Writing Functional Outcomes

- You can't just take a nonfunctional outcome and turn it into a functional outcome
- That will merely produce a well-written nonfunctional outcome



Example of Steps for Developing Child Outcomes: Step 1

1. Read the short-hand version of the outcome from a family-centered, functional needs assessment (e.g., RBI)
 - Eating and chewing



Step 2

Find out what routines
this affects

- Lunch, dinner,
restaurants

Step 3

Write “Child will participate in [the routine(s) in question]”

- Darcy will participate in at lunch and dinner times and at restaurants

Step 4

4. Write “by _____ing,” addressing the specific behaviors
 - By chewing her food and moving food from side to side with her tongue

Step 5

Add a criterion for demonstration the child has acquired the skill

- We will know she can do this when she eats one cup of food in this manner

Steps 6

Add another criterion for generalization, maintenance, or fluency, if appropriate

- One time at lunch, one time at dinner, and one time at a restaurant
- Across routines, people, materials, places, etc.
- Over time (see following step)
- Rate of behavior

Step 7

Over what amount of time?

- In 1 week

Whole outcome:

Darcy will participate in lunch and dinner times and in restaurants, by chewing her food and moving food from side to side with her tongue. We will know she can do this when she eats 1 cup of food in this manner, one time at lunch, one time at dinner, and one time in a restaurant in 1 week.

Family-Level Outcomes

- Preserve as much of the wording as is appropriate
- Add at least 1 measurable criterion

Rachel do more things with Paige and Hailey	Rachel will do 3 activities with Paige & Hailey, together, in 1 week for 3 consecutive weeks
Rachel—info on sleep & ASD	Rachel will receive 1 article about sleep & ASD & the name of 1 expert she can contact

Jacque's Outcomes

1. Samantha eat
2. Move to get to places (rolling, crawling, walking)
3. In and out of sitting
4. Stand up
5. Play with toys the way they're designed...
more toys
6. Communication (reaching, sounds)
7. Cup drinking
8. Jacque's relationship with Gabriel and Andrea

Samantha eat

- Samantha will participate in breakfast, lunch, and dinner by eating. We will know she can do this when she takes three different types of food at each meal for 1 week.

Move to get to places (rolling, crawling, walking)

- In play time by moving. ...she moves 12 inches 4 times a week for 4 weeks.

Play with toys the way they're designed—more toys

- Will participate in play time by playing with toys the way they're intended. ...when she plays appropriately with four different types of toys in one week for three consecutive weeks.

Communication (reaching, sounds)

- Will participate in meals, play time, hanging out time, bath time by saying or gesturing what she wants. ...when she communicates “mama,” “more,” and two other words, each one once a day on three days in a row.

Brande's Outcomes

1. Brande feel OK about Brandon's lung development and his O2 status
2. Brandon gain weight steadily to 5th %ile
3. Communicate mama, dada, more, done
4. Move independently, shifting weight
5. Fingerfeeding
6. Be more vocal
7. Throw things
8. Swallow liquid from cup
9. Clap by himself
10. Megan and Hayley get along
11. Hayley not scream at dinner prep time

Brande feel OK about Brandon's lung development and his O2 status

- Brande will feel OK... when she is able to sleep 80% of the night for 4 consecutive nights.

Communicate mama, dada, more, done

- B will participate in bath time, meal time, and play time by saying or signing mama, dada, more, or done.he uses at least two of those words or signs at least 1 time daily in 1 week.

Move independently, shifting weight

- B will participate in play time by moving independently, shifting his weight. ...he moves 4 feet using both arms and legs, daily, for 1 week.

Fingerfeeding

- B will participate in breakfast, lunch, and dinner time by fingerfeeding himself. ...he feeds himself half the finger foods he's given at each meal in 1 week.

Be more vocal

- B will participate in play time, [some other time], and after bath time by making sounds. ...he babbles or coos back to a family member when he or she talks, plays, or sings to him at both of these times of day at least once a day, three days a week.

Throw things

- B will participate in play time by throwing toys and throwing it.he throws a toy once during play time for 4 consecutive days.

Swallow liquid from cup

- B will participate in breakfast, lunch, snack, and dinner by swallowing liquid from an open cup. ...he does not dribble any time he is given liquid in an open cup for 1 week.

Clap by himself

- B will participate in bath time, play time, and meal time by clapping independently.he claps independently at least 2 times a day during ANY activity in 1 week.

Megan and Hayley get along

- Brande will participate in individual hands-on time by allowing each daughter into the gated kitchen area for individual time 15 minutes daily during meal prep. ...M and H are not fighting at pre-dinner time.
- Megan and Hayley will play together a total of 15 minutes a day, three days a week.

Ana's and Andrew's Outcomes

1. Jenevae will move independently (like crawling)
2. Time for Ana and Andrew
3. Learn to play with more complicated toys
4. Hobby for Andrew (not video, not car)
5. Andrew to college
6. Info re: financial help
7. Say words
8. Pulling to stand
9. Come to sitting
10. Lower Ana's stress
11. Time for Ana for herself (trustworthy child care)
12. Info on child care

Virgen's Outcomes

1. Virgen make decision about back to school
2. Bedtime—Anthony going to sleep without fussing
3. Parents learn about Anthony's breathing
4. Anthony playing to make sounds
5. Anthony grabbing
6. Virgen learn baby games

7 Steps to Writing Functional, Measurable Child-Level Outcomes

1. Read the informal functional outcome
2. Determine the routines involved
3. Write “[The child] will participate in [those routines]”
4. Write “...by _____ing,” inserting the desired behavior
5. Consider *We will know this when he or she _____* and add a measurable acquisition criterion
6. Add a generalization criterion
7. Add the criterion specifying the amount of time over which the behavior needs to be displayed (e.g., “in one week”)

Kathy's Goals

1. Anna communicate what she wants and needs (getting ready, meals, transitions, play, school)
2. Anna cooperate at transitions
3. Alex out of bed
4. Child-proof house
5. Anna talk and play without biting Meg
6. Climb stairs independently
7. Walk longer and with better gait
8. Dress herself without falling
9. Speak clearly so Kathy and others can understand her
10. Evenings go smoothly—everyone's needs met
11. Figure out goals about weight gain, nutrition, and oral feeding (communication with doctors)—specifics
12. Figure out who will pay for what (TEIS, insurance, etc.)

[brookes store](#)
[what's new](#)
[screening & assessment](#)
[for faculty](#)
[professional development](#)
[e-mail newsletters](#)
[browse products](#)
[savings](#)
[customer service](#)

Learn More About This Book:

[Table of Contents](#)

Related Titles:

[Classroom
Assessment Scoring
System \(CLASS\)](#)
[Young Children's
Behavior: Practical
Approaches for
Caregivers and
Teachers, Third
Edition](#)

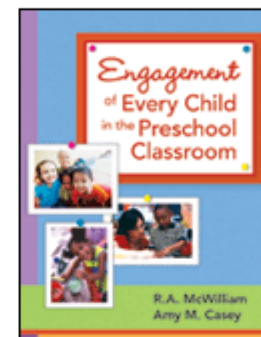
New!

Engagement of Every Child in the Preschool Classroom

By R.A. McWilliam, Ph.D., & Amy M. Casey,
M.Ed.

"I learned so much from the strategies and techniques in the engagement program. It really improved the way my classroom functions as a whole and it worked especially well for my students with special needs. I saw a lot of progress from my students and I continue to use the techniques daily in my classroom." —*Kelly Pruitt, Lead Teacher, High Hopes, Inc.*

How engaged are your students? Making some simple adjustments in the classroom environment could be the key to increasing children's levels of active engagement and preventing behavior problems caused by restlessness and boredom during transitions between activities. This extremely practical, accessible book offers a strong, evidence-based approach to promoting engagement in preschoolers. Readers will find detailed, concrete



ORDERING INFO

ISBN 978-1-55766-857-8
Paperback
192 pages / 8½ x 11
2007 / **\$29.95**
Stock# 68578

www.brookespublishing.com

Integrated Specialized Services

DEFINITION

When therapy and specialized instruction occur in the classroom with other children usually present, and in the context of ongoing routines and activities.

Individualized Within Routines

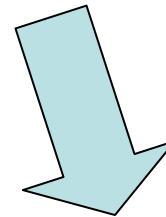
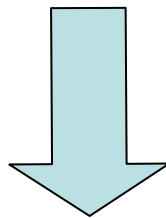
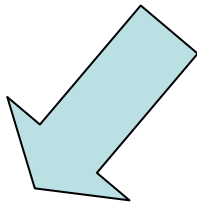
- Location: In the classroom or wherever children and teachers are
- Presumed agenda: The child's and teacher's
- Activity: Developmentally appropriate; enhancing engagement
- Peer involvement: Depends on routine
- Teacher's role: Help, watch, and demonstrate

How Does Incidental Teaching Work?

Child Engagement



Teacher Elicitation



Outcome/Goal

More Engagement

Higher Engagement

What Happens Within the Incidental Teaching Episode?

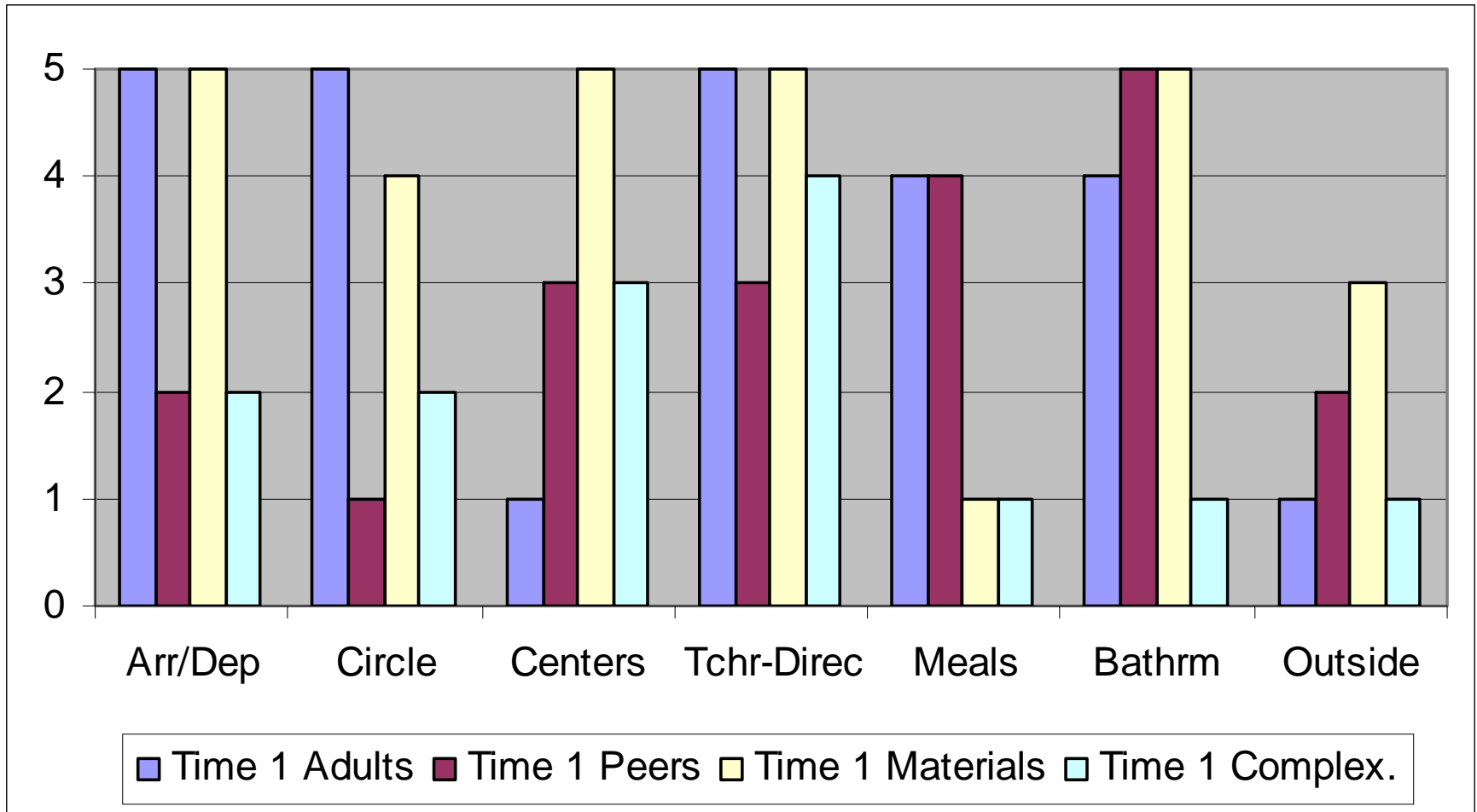
- That's where the expertise of the teacher, with input from specialists, comes in
 - What behavior to elicit (B)
 - Approximation, changing criteria
 - How to elicit the behavior (A)
 - How to fade prompts
 - How to reinforce the behavior (C)
 - How to change the schedule and type of reinforcement

STARE (click to link)

- Scale for Teachers' Assessment of Routines Engagement (McWilliam, 2000)
- Ratings of amount of time spent with
 - Adults
 - Peers
 - Materials
- Ratings of sophistication of engagement
- Can be graphed by these four elements, by routine, over time

STARE One Time

[See Excel file](#)



Zone Defense Schedule

1. The schedule
2. The physical arrangement of the classroom
3. Transitions

The Schedule

- Divide day into 15-minute blocks
- Arrange one column for each permanent adult
- Alternate “set-up” person
- Use existing schedule but adjust trouble spots
 - Any active activities immediately followed by very quiet activities?

Set Up

- Clean up previous activity
- Set up the next activity
- Help with all extra needs, so activity leaders can stay in place
- Be in place at the beginning of the transition

**The most important
component of the ZDS!**

Time	Person 1	Person 2
8:00-8:15	Arrival	Set Up
8:15-8:30	Set Up	Story
8:30-8:45	Free Play	Set Up
8:45-9:00	Set Up	Circle
9:00-9:15	Small Toys	Set up
9:15-9:30	Set Up	Centers
9:30-9:45	Set Up	Centers
9:45-10:00	Snack	Set Up
10:00-10:45	Set Up	Bathroom and Outside/Hallway
10:45-11:00	Music	Set Up
11:00-11:15	Set Up	Art

Time	Person 1	Person 2	Person 3
8:00-8:15	Arrival	Set Up	Arrival
8:15-8:30	Story	Story	Set Up
8:30-8:45	Set Up	Free Play	Free Play
8:45-9:00	Circle	Set Up	Circle
9:00-9:15	Small Toys	Small Toys	Set up
9:15-9:30	Set Up	Centers	Centers
9:30-9:45	Set Up	Centers	Centers
9:45-10:00	Snack	Set Up	Snack
10:00-10:45	Bathroom and Outside/Hallway	Bathroom and Outside/Hallway	Set Up
10:45-11:00	Set Up	Music	Music
11:00-11:15	Art	Art	Set Up

The Four Contexts of Teaching



McWilliam, R. A., de Kruif, R. E. L., & Zulli, R. A. (2002). The observed construction of teaching: Four contexts. *Journal of Research in Childhood Education*, 16, 148-161.

Expectations for Implementing the Engagement Classroom Model (McWilliam & Casey, 2008)

- [..\Siskin Children's Institute\Model Demonstration\Summer 2009 Inservice\Expectations for Implementation of the Engagement Classroom Model.doc](#)

Next Steps

- In groups
- Select scribe
- Decide on 3 practices you want to implement
- After deciding, think of one barrier for each practice
- For each barrier, come up with one solution