

Routines-Based Assessment and Programming, Integrated Therapy, and Embedded Interventions

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The Lay of the Land

- How much individualization is there?
- What specialized services are available?
- What are some of the philosophical tenets of the program?
- How much do you attend to DAP?
- How much choice do children have?
- What's the balance of adult- and child-directed instruction

The Land (cont.)

- How much therapy do kids get?
- How much time is spent working on kids'
 - Gross motor needs?
 - Fine motor needs?
 - Cognitive needs?
 - Language needs?
 - Social?
 - Adaptive?

Do you like this way of categorizing curricular or outcome areas?

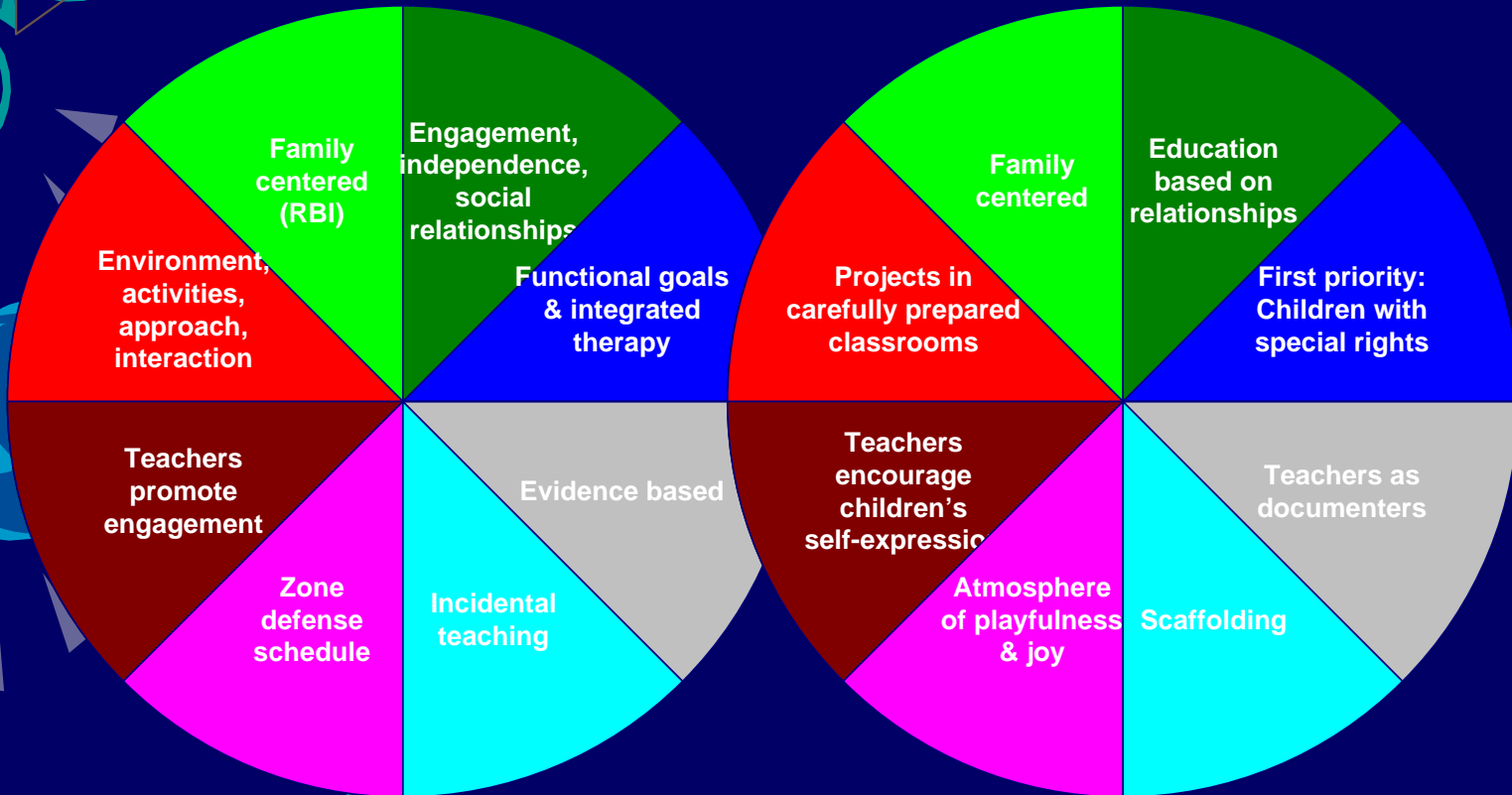
The Four Contexts of Teaching



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.

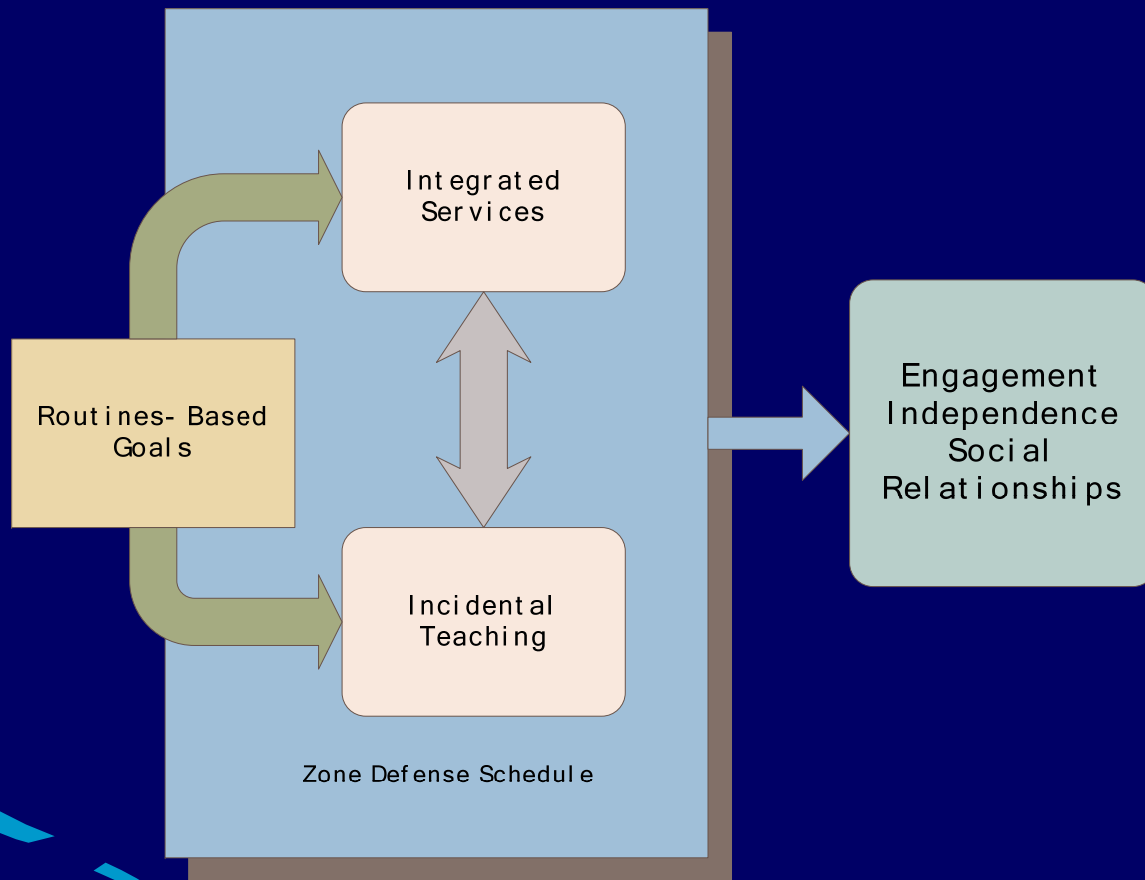
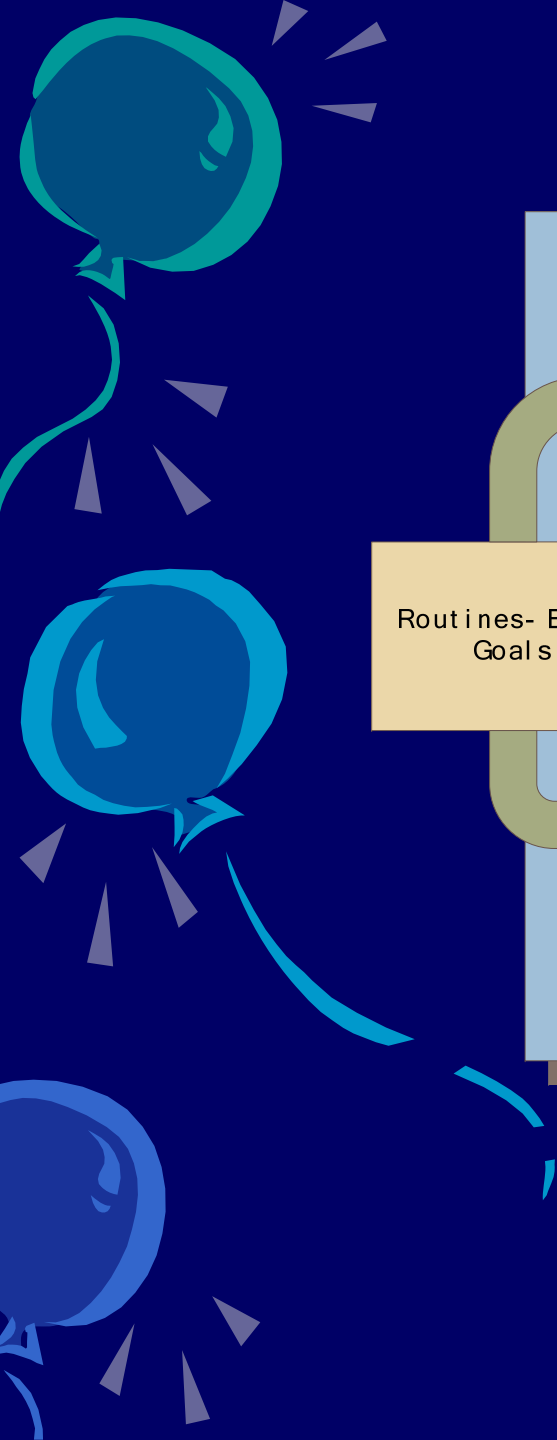
The Siskin Model (under discussion)

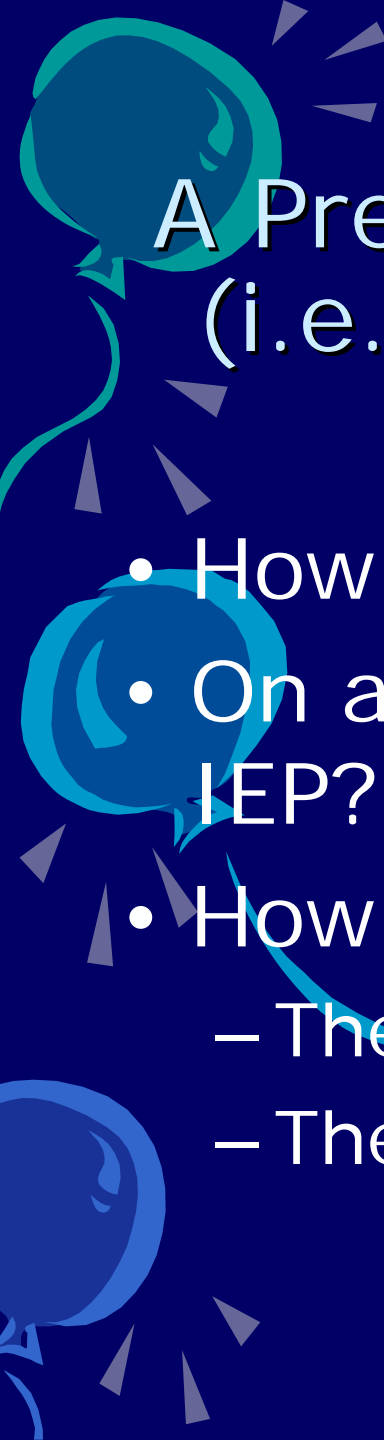
Monday, March 16, 2009



Engagement Classroom

Reggio Emilia





A Prerequisite for Routines-Based (i.e., Embedded) Interventions: **Functional Goals**

- How do you get goals?
- On average, how many are on an IEP?
- How specific are they?
 - The IFSP problem
 - The IEP problem

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

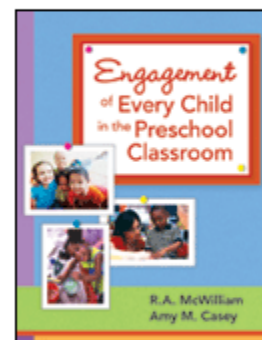
By R.A. McWilliam, Ph.D., & Amy M. Casey, M.Ed.

 e-mail a colleague

"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 strategies—field tested in more than 30 preschools—to help them

- **reduce wasted time and misbehavior** during down time and



ORDERING INFO

ISBN 978-1-55766-857-8

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192 pages / 8½ x 11

2007 / **\$29.95**

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References

Appendix A: The Engagement Construct

R.A. McWilliam

Necessary Features to Get Teachers' Embedding

- Teachers need to see the usefulness of the behavior
- The desired behavior should be well articulated (it can be a behavior *class*)
 - Show the correct number of objects when asked vs. count
 - Hold a spoon vs. feed himself
 - Say the name of one classmate vs. initiate interactions
- It needs to be relevant to classroom routines



Solution: RBI

- Routines-Based Interview
(McWilliam, 1992; McWilliam & Casey, 2008)
 - A form of evaluation of ecological congruence

Need for Routines-Based Assessment

- Functional goals (target behaviors)
 - Address *engagement/participation* needs
 - Address *independence* needs
 - Address *social relationships* needs
- Family priorities reflected in the IFSP
- Outcomes broad enough yet specific enough



Routines Information

- What does everyone else do?
 - Home: Other family members
 - Classroom: Other children
- What does the child do?

More Routines Information

- Engagement
 - How and how much does the child participate in the routine?
- Independence
 - How much can the child do by him- or herself?
- Social Relationships
 - How does the child communicate and get along with others?



The Big Question

- What is the goodness of fit?
- (Home: How satisfied is the parent?)
 - Instrument: RBI Form

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



The Links to Learning

- A child who is not engaged cannot learn
- Independence allows for intellectual exploration and problem solving
- Social relationships allow children to learn from others (see Vygotsky *and* Skinner)

Classroom Process Outcomes Matrix

	Arrival	Circle	Small toys	Sand & water	Outside	Toiletting	Snack
Oscar							
Pam							
Quentin							
Rosaria							
Spencer							
Tok- esha							
Umber- to							

Engagement
 Independence
 Social relationships



An Engaging Classroom

1. Definition of engagement
2. Physical arrangements to promote engagement
3. Child grouping to promote engagement



Engagement

The amount of time

a child spends interacting

with the environment

in a developmentally

and contextually appropriate manner,

at different levels of competence



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Engagement

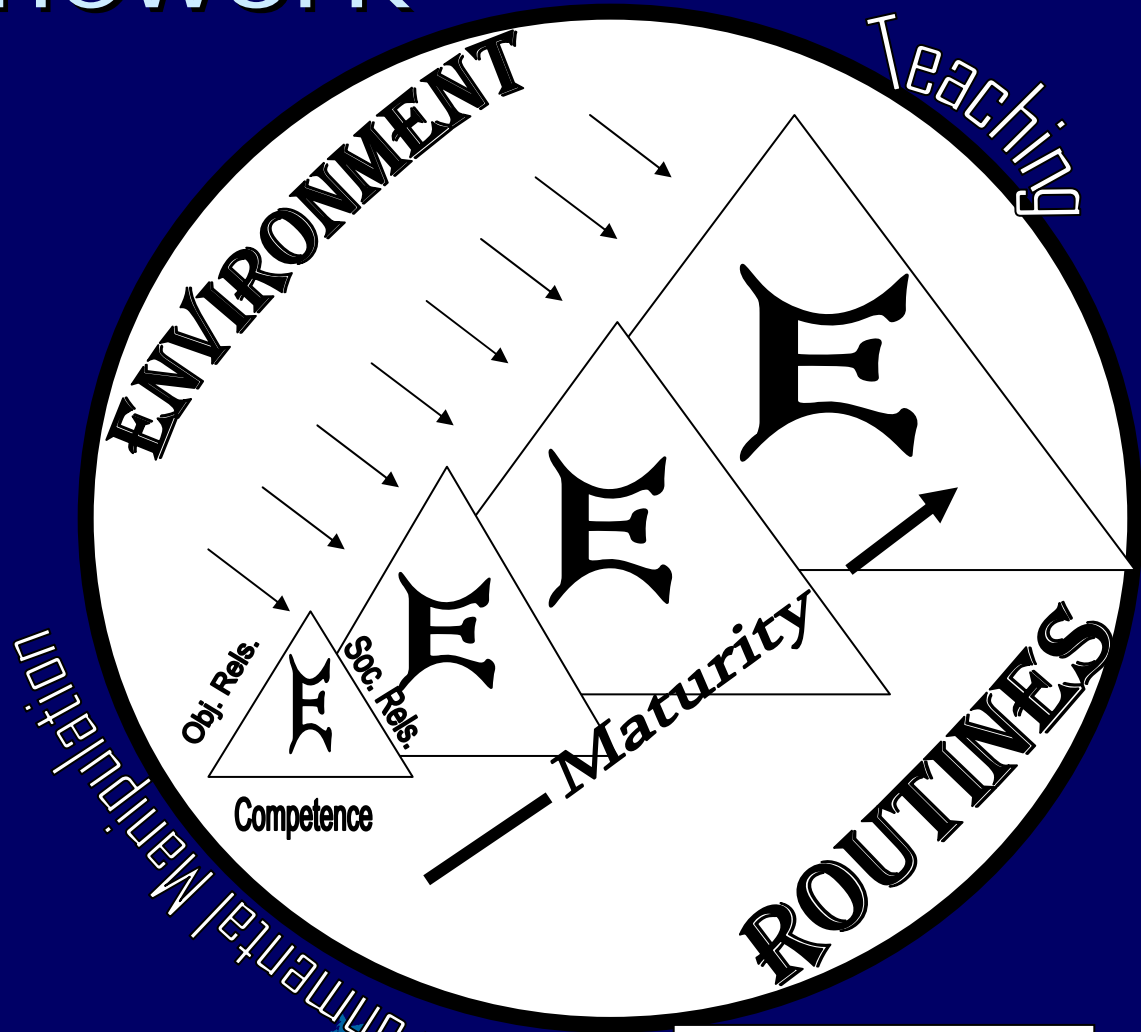
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Conceptual Framework



R. A. McWilliam, 2005

Methods to Measure Engagement

- Engagement Check II
 - For group engagement
 - Measures how engaging different routines are
- STARE
 - For individual engagement
 - Measures a child's engagement in different routines
- Engagement Quality Measurement System (E-Qual III)
 - For individual engagement
 - Computerized data collection for research

STARE

- 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

1 Routine From the STARE

Teacher-Directed Activity	None of the time	Little of the time	Half of the time	Much of the time	All of the time
With Adults	1	2	3	4	5
With Peers	1	2	3	4	5
With Materials	1	2	3	4	5
Complexity*	Unsophisticated		Average		Sophisticated

***Unsophisticated** = repetitive play, casually looking around, etc. **Average** = following routines, participating, etc. **Sophisticated** = creating, pretending, persisting.

Integrated Therapy and Special Education

- Needed so interventions are exchanged between specialists and regular teachers
- Use approaches called ***individualized within routines*** and ***group activities***—the most effective (McWilliam, 1996)



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.

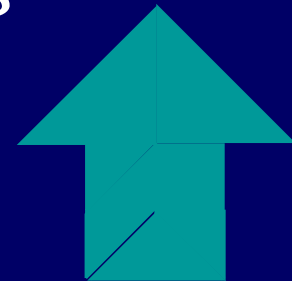


Everybody's Roles

- In this model,
 - The teacher's primary role is to teach and care for children, including embedding individualized instruction in developmentally appropriate routines
 - The specialist's primary role is to support caregivers through informational support, material support, and emotional support

Continuum of Service Delivery Models

- 1-on-1 pull-out
- Small-group pull-out
- 1-on-1 in classroom
- Group activity
- Individualized within routines
- Pure consultation





Integrated Special Education & Related Services

- Communicate about expectations
- Pay attention to each other
- Check in all the time about what's working and what's not



Research Findings

- Individualized within routines most effective, followed by group activity
- 4 times as much communication occurs in in-class methods vs. out-of-class methods
- It's not just a location issue

Research Findings (cont.)

- Teachers more satisfied with integrated than pull-out
 - Especially when they like the therapist
- It can take parents over a year to acknowledge the benefits, if they are predisposed to segregated models
- ECSE is the most integrated, followed by OT

Research Findings (cont.)

- Most practitioners say their choice of method depends on the child
- In fact, after controlling for
 - Discipline
 - Goals worked on
 - Family choice of method
 - Teacher characteristics

Child characteristics accounted for only 10% of the variance in choice



Incidental Teaching



Embedded Interventions

- Needed so children benefit from interventions throughout daily routines, not just in sessions or lessons
- Specific practice: Incidental teaching, which can be used across
 - Domains
 - Types of disabilities
 - Routines

Embedded Interventions

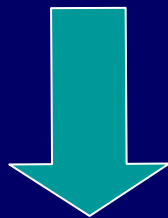
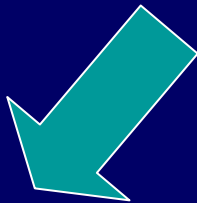
- Goes beyond instruction
- “Incidental teaching” a good general skill
- The more functional the goal, the more embeddedness you’ll get
- The more severe the child’s disabilities, the harder to embed, slightly

How Does Incidental Teaching Work?

Child Engagement



Teacher Elicitation



Outcome/Goal

More Engagement

Higher Engagement



What Is Engagement?

- The amount of time a child spends interacting with the environment in a developmentally or contextually appropriate manner, at different levels of competence.
 - Busy
 - Participating

What Outcomes/Goals Can Be Addressed?

- Any, but the most functional ones are those that have applicability in the context where you're trying to use incidental teaching.
 - What kinds of outcomes can be well addressed during circle time?
 - Meals?
 - Free play?
 - Outside?
 - Story?



What Does *More* Engagement Mean?

- Get the child to spend more time engaged in whatever you're reinforcing.
- Object: More time.
- Why is it sometimes helpful for children to spend more time engaged during something?



What Does *Higher* Engagement Mean?

- Get the child to increase the complexity of his or her behavior on the same topic

Engagement Complexity

Persistence
Symbolism

Sophisticated

Encoded Behavior

Constructive Behavior

Differentiated Participation

Focused Attention

Unsophisticated

Undifferentiated Behavior

Casual Attention

Nonengagement

Who Can Use Incidental Teaching?

- Teaching staff
- Volunteers & students
- Parents

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




Vanderbilt Ecological Congruence of Teaching Opportunities in Routines (VECTOR)

Zone Defense Schedule





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

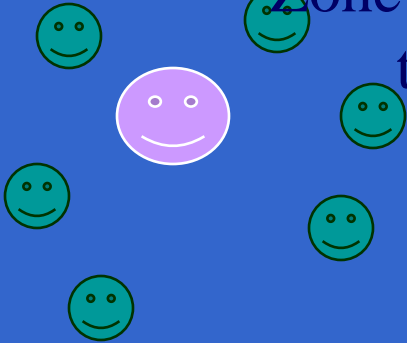
Time	Person 1	Person 2	Person 3
8:00-8:15	Arrival	Set Up	Arrival
8:15-8:30	Story	Story	Set Up
8:30-8:45	Set Up	Free Play	Free Play
8:45-9:00	Circle	Set Up	Circle
9:00-9:15	Small Toys	Small Toys	Set up
9:15-9:30	Set Up	Centers	Centers
9:30-9:45	Set Up	Centers	Centers
9:45-10:00	Snack	Set Up	Snack
10:00-10:45	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



Room Arrangement

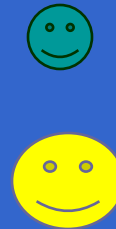
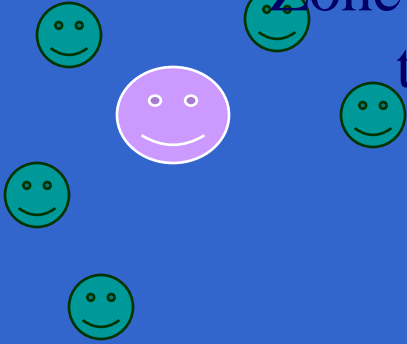
- Split up the middle of the room
- Clearly marked zones
- Accessible materials
- Free, but not too free, traffic flow

Zone for story
time



Zone for free
play

Zone for story
time

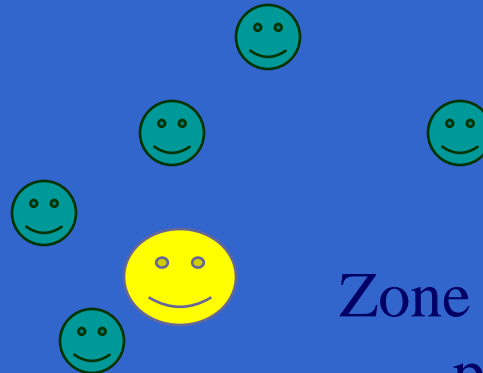


Zone for free
play

Zone for story
time



Zone for free
play





Secrets to Success

- Make the schedule fit what you're comfortable with
- Keep activities fairly short
- Be flexible!
- Communicate!
- Stick to your roles as much as possible
- Watch for nonengagement or low engagement during transitions



Take-Home Message

- Assess functional needs with the family
 - Don't rely on tests or curricula
- Integrate services
 - Don't pull out
- Embed interventions
 - Capitalize on children's natural learning ways
 - Don't run activities without teaching skills
 - Don't teach out of context