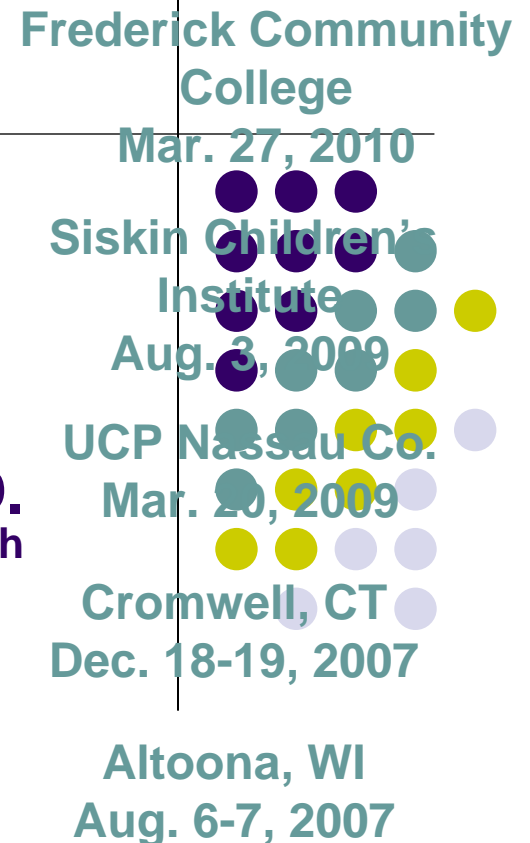


New Horizons: Early Childhood and Early Intervention Communication and Collaboration in Community Settings

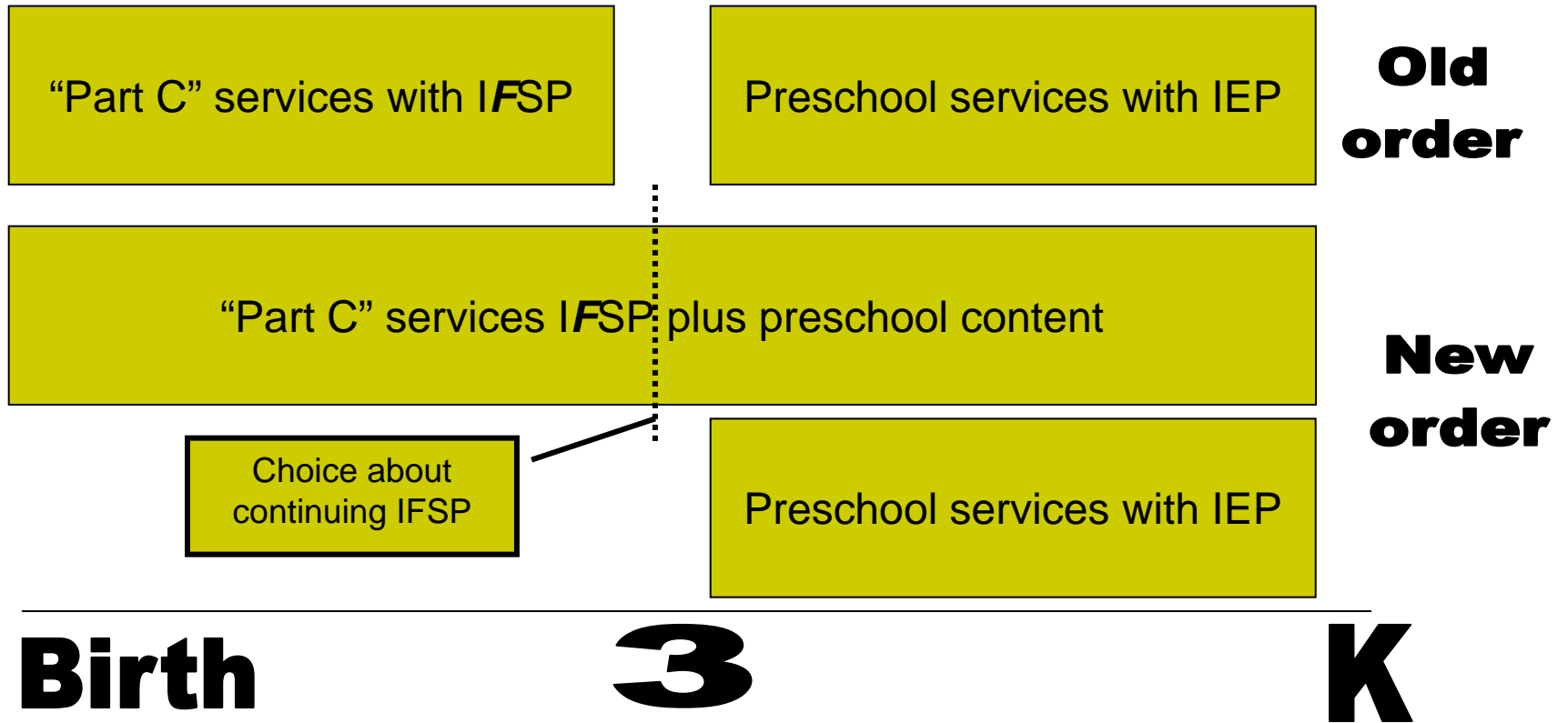
Robin McWilliam, Ph.D.
Siskin Center for Child and Family Research



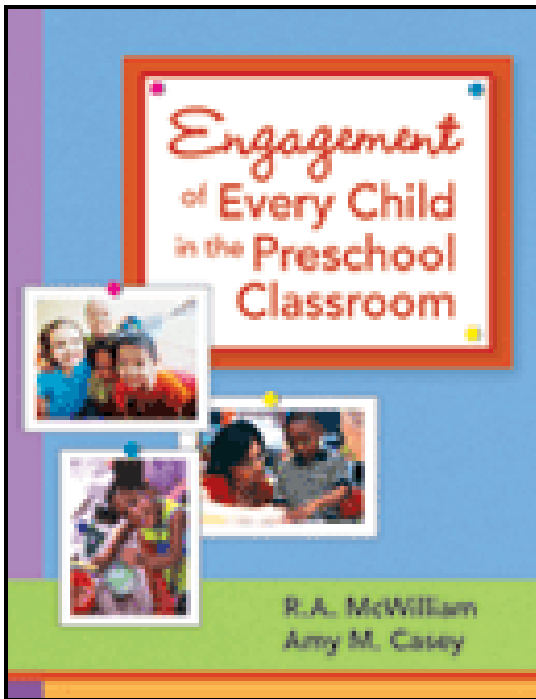
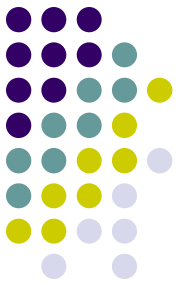


- Robin.McWilliam@Siskin.org
- www.SiskinResearch.org
- <http://www.naturalenvironments.blogspot.com/>

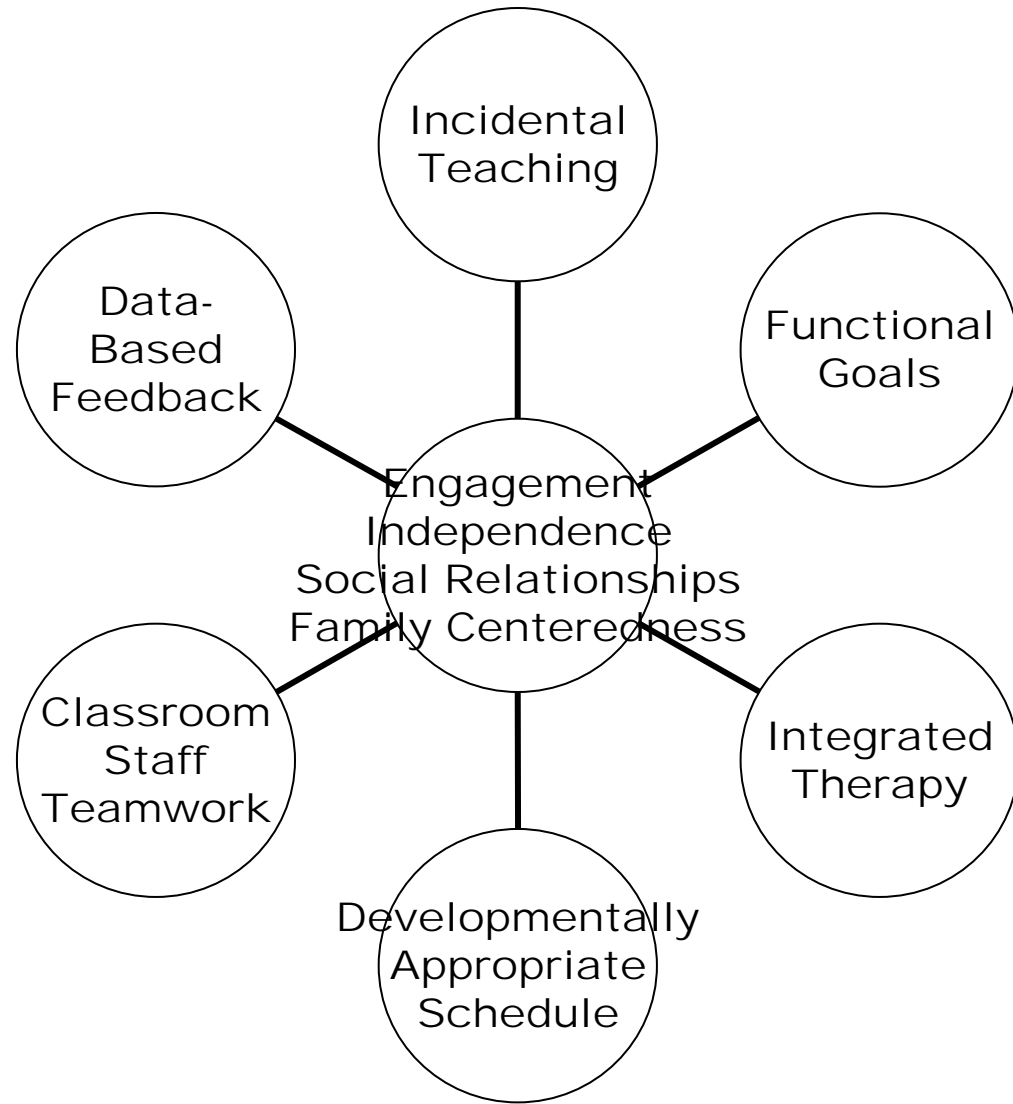
Concept of Expanding Early Intervention

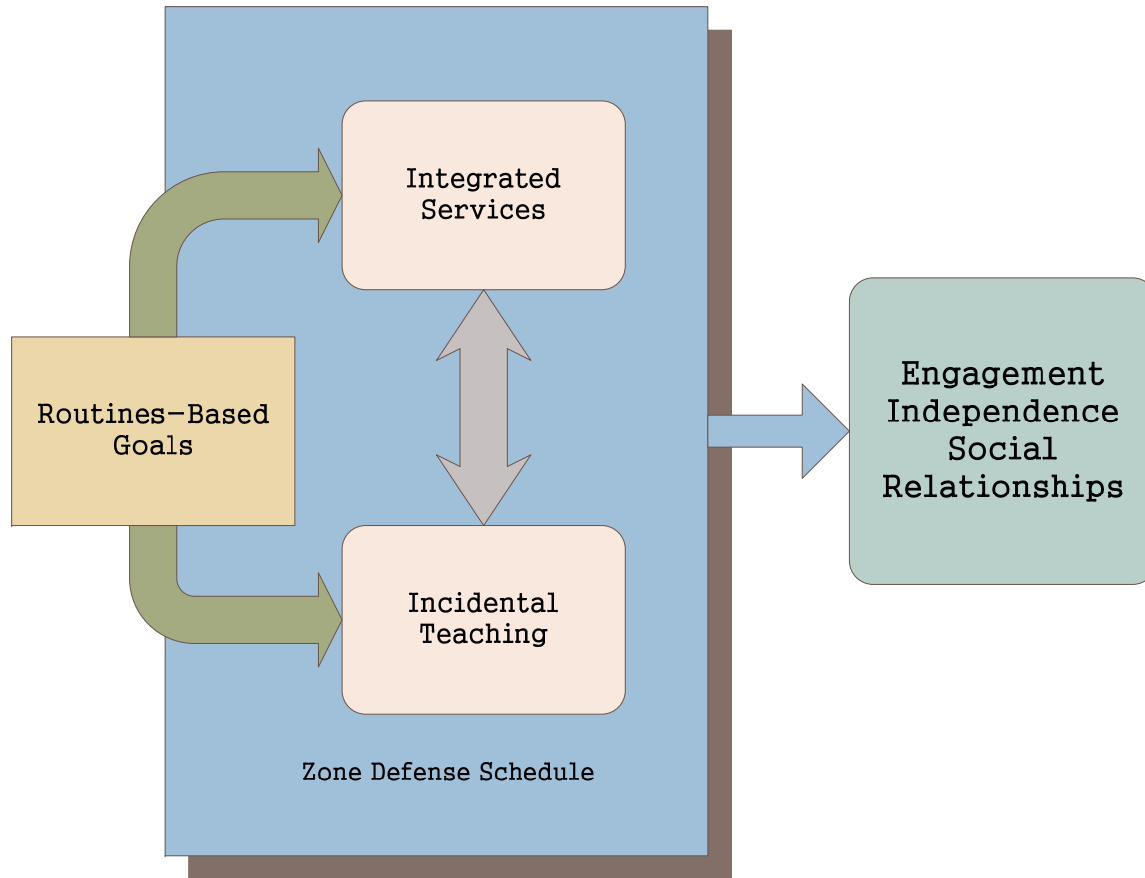
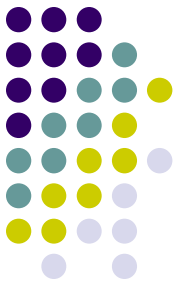


The Engagement Classroom Model



Brookespublishing.com

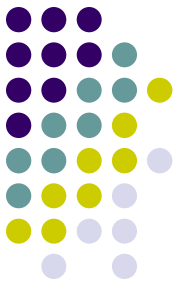




Jump to [collaboration](#)

Individualizing Inclusion

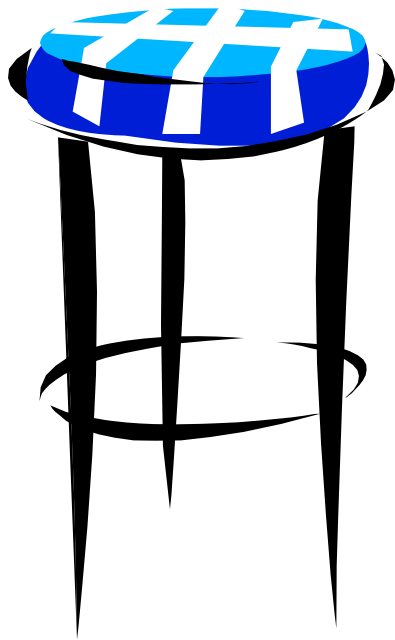




Definitions

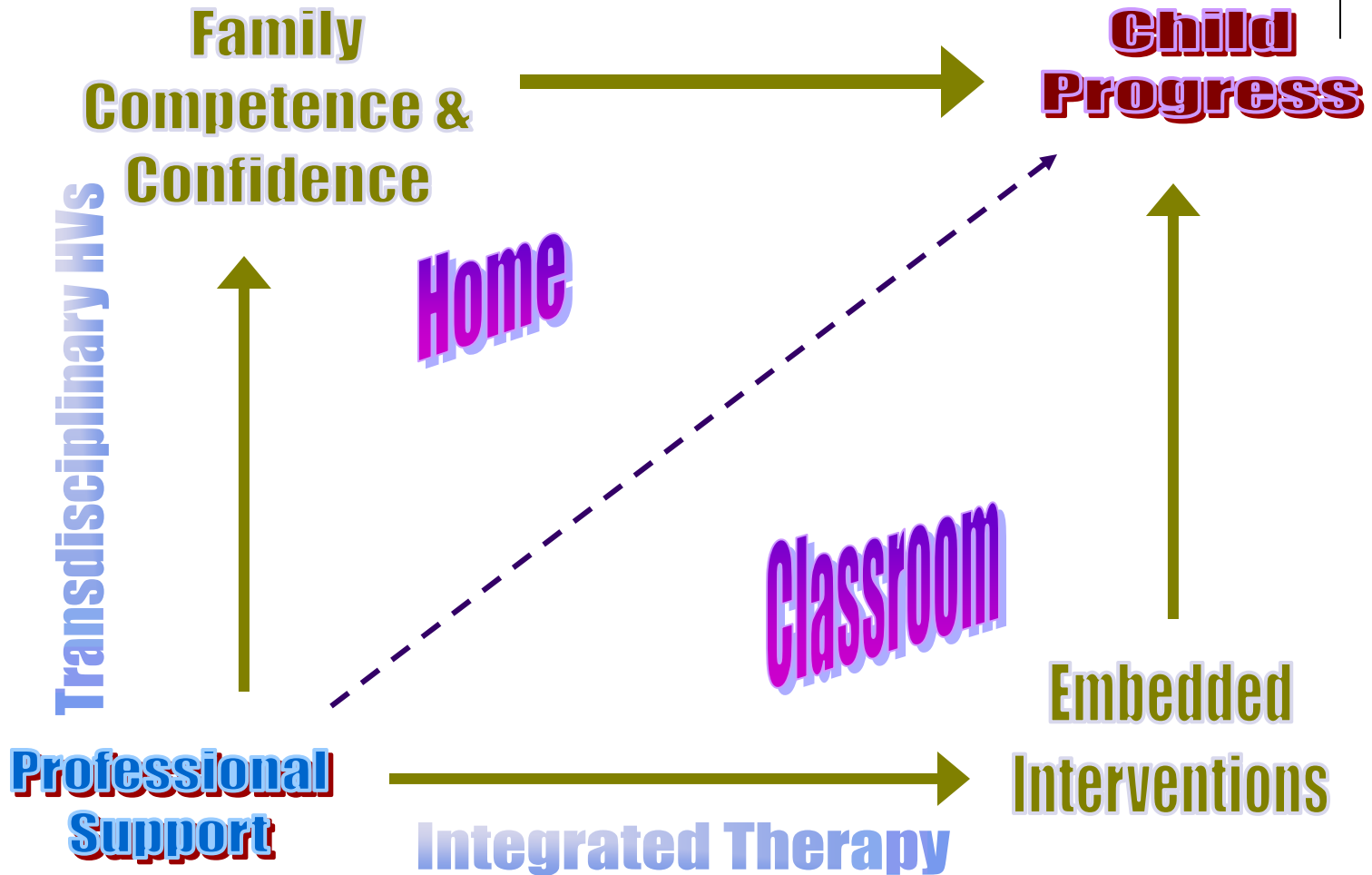
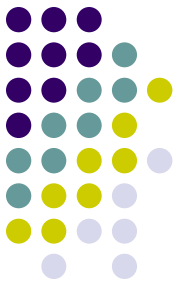
- **Individualizing inclusion:** Ecologically valid intervention in inclusive settings, using evidence-based instructional practices
- Okay...
 - Meaningful goals, no pull-out, and teaching all day long

The Three Legs Supporting Individualized Inclusion



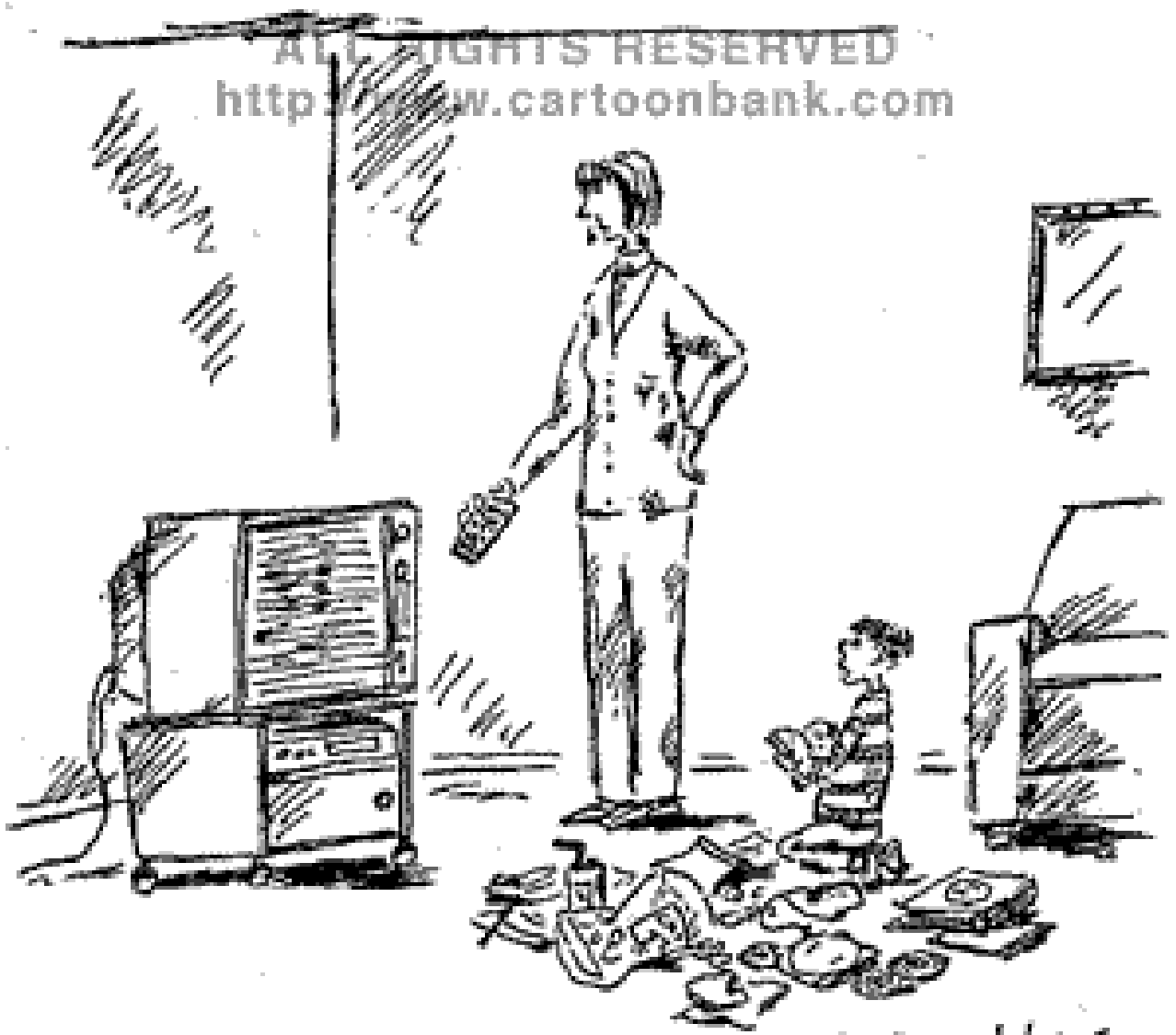
- Routines-based needs assessment
 - How do we figure out what we need to work on with a child?
- Integrated therapy and special instruction
 - How should early intervention professionals work with us?
- Embedded intervention
 - What do we do between the early intervention professionals' visits?

The Model



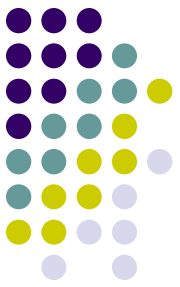
ALL RIGHTS RESERVED
<http://www.cartoonbank.com>

Learning Style?



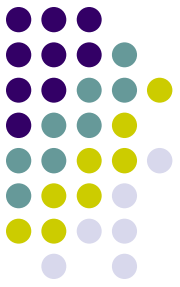
"Have some respect for my learning style."

The Backbone of Specialized Services for Children With Special Needs



- “Outcomes” for children and families with an individualized family service plan
- Goals for children with an individualized education program (IEP)

Necessary Features to Help Teachers Embed Outcomes



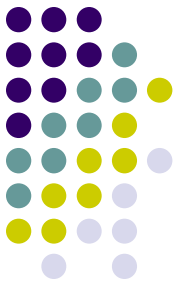
- Teachers need to see the usefulness of the behavior
- The desired behavior should be well articulated (it can be a behavior *class*)
 - Show the correct number of objects when asked vs. count
 - Hold a spoon vs. feed himself
 - Say the name of one classmate vs. initiate interactions
- It needs to be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

Solution: RBI



- Routines-Based Interview
 - A form of evaluation of ecological congruence

Need for Routines-Based Assessment



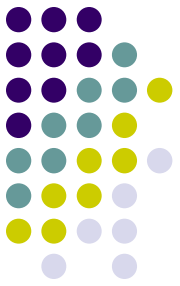
- Functional goals (target behaviors)
 - Address *participation* needs
 - Address *independence* needs
 - Address *social relationships* needs
- Family priorities reflected in the IFSP
- Outcomes broad enough yet specific enough

Key Features of the RBI



- Interview the family about home routines
 - Engagement, independence, social relationships, satisfaction
- Go through classroom routines
 - Current or previous interview
- In each classroom routine, describe the following....

In Each Routine



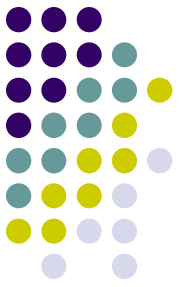
- Engagement
- Independence
- Social relationships
- On a scale of 1-5, how good is the fit between the child and the routine?
- Pick a kid
- 3 routines
- Pick 3 things the kid needs to work on
 - To improve engagement, independence, or SR
 - Because it comes next



Key Features (cont.)

- Remind the family of concerns arising during the interview
- Ask the family to identify those they want the team to work on
- End up with 6-12 goals

The New Foundations for Learning

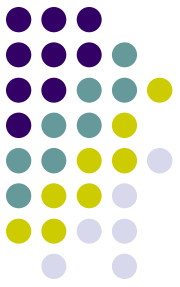


Engagement

Independence

**Social
Relationships**

The Links to Learning

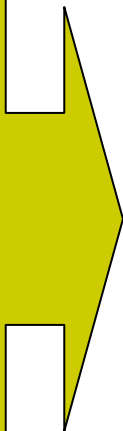


- A child who is not engaged cannot learn
- Independence allows for intellectual exploration and problem solving
- Social relationships allow children to learn from others (see Vygotsky *and* Skinner)

What do you want children to be able to do as a result of our care and teaching?



Care & teaching



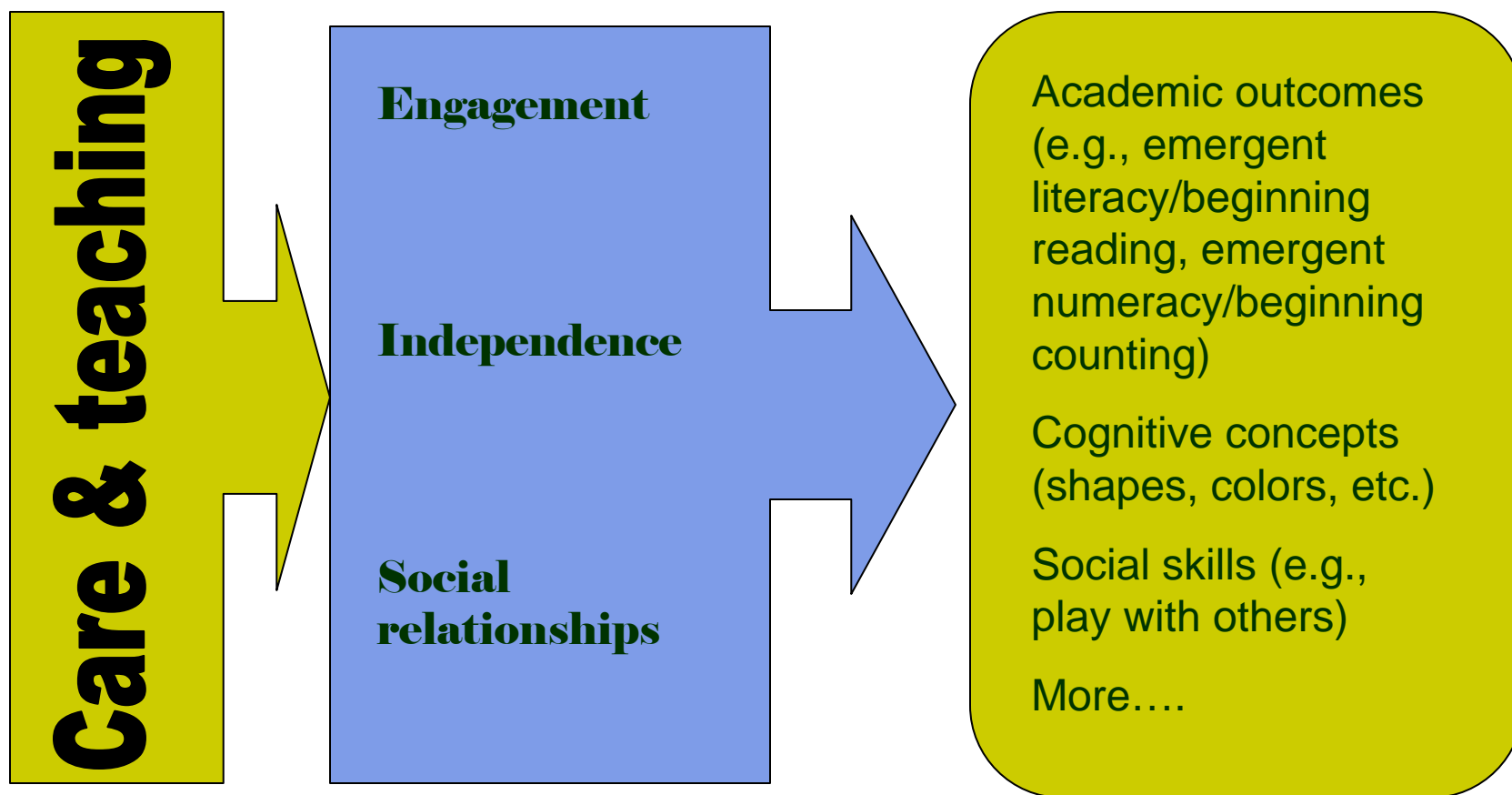
Academic outcomes
(e.g., emergent literacy/beginning reading, emergent numeracy/beginning counting)

Cognitive concepts
(shapes, colors, etc.)

Social skills (e.g., play with others)

More....

What do you want children to be able to do as a result of our care and teaching?

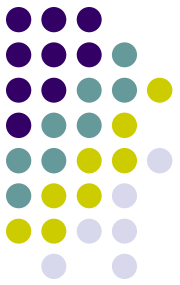


Classroom Process Outcomes Matrix



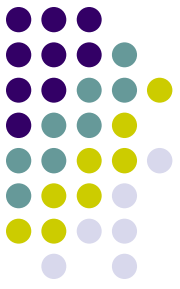
	Arrival	Circle	Small toys	Sand & water	Outside	Toilet-ing	Snack
Oscar							
Pam							
Quentin							
Rosaria							
Spencer							
Tok- esha							
Umber- to							

Engagement
Independence
Social relationships



Individualized Matrix

<i>Antoine</i>	Arrival	Circle	Small toys	Sand & water	Outside	Toiletting	Snack
Answer questions	X	X	X				X
Undress	X					X	
Play back and forth with others			X	X	X		
Pour				X			X
Join others in play	X		X		X		
Indicate the need to go potty	X	X	X	X	X	X	X
Eat with spoon with little spilling							X



**Perhaps engagement,
independence, and social
relationships should be the focus
of our care and education of
young children**

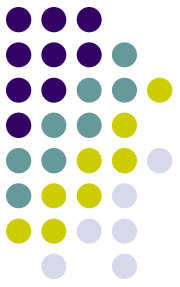
**Because they are the foundation of
children's learning**



- And, if we pay attention to research and theory on family systems
- ...on public policy management
- ...and on child development

...the three foundations should be addressed through policies and practices for children birth-6 years of age

An Engaging Classroom

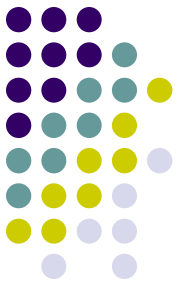


1. Definition of engagement
2. Physical arrangements to promote engagement
3. Child grouping to promote engagement

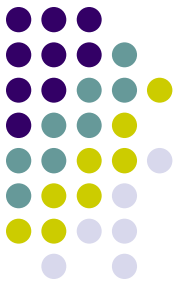
Engagement

The amount of time

a child spends interacting
with the environment
in a developmentally
and contextually appropriate manner,
at different levels of competence

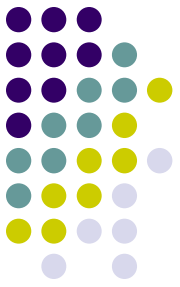


Practices for Instruction, Play, and Engagement Rating Scale (PIPERS)

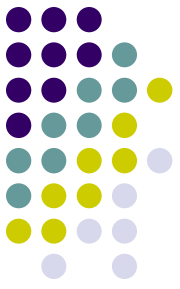


- Answer the following questions:
 - 2. Organization of adults
 - 3. Room arrangement
 - 4. Responsiveness
 - 6. Context of teaching
 - 7. Integration with ongoing routines
 - 10. Big-picture goals for children
 - 11. Play
 - 13. Attention to IFSP/IEP child-level goals
 - 14. Room furnishings

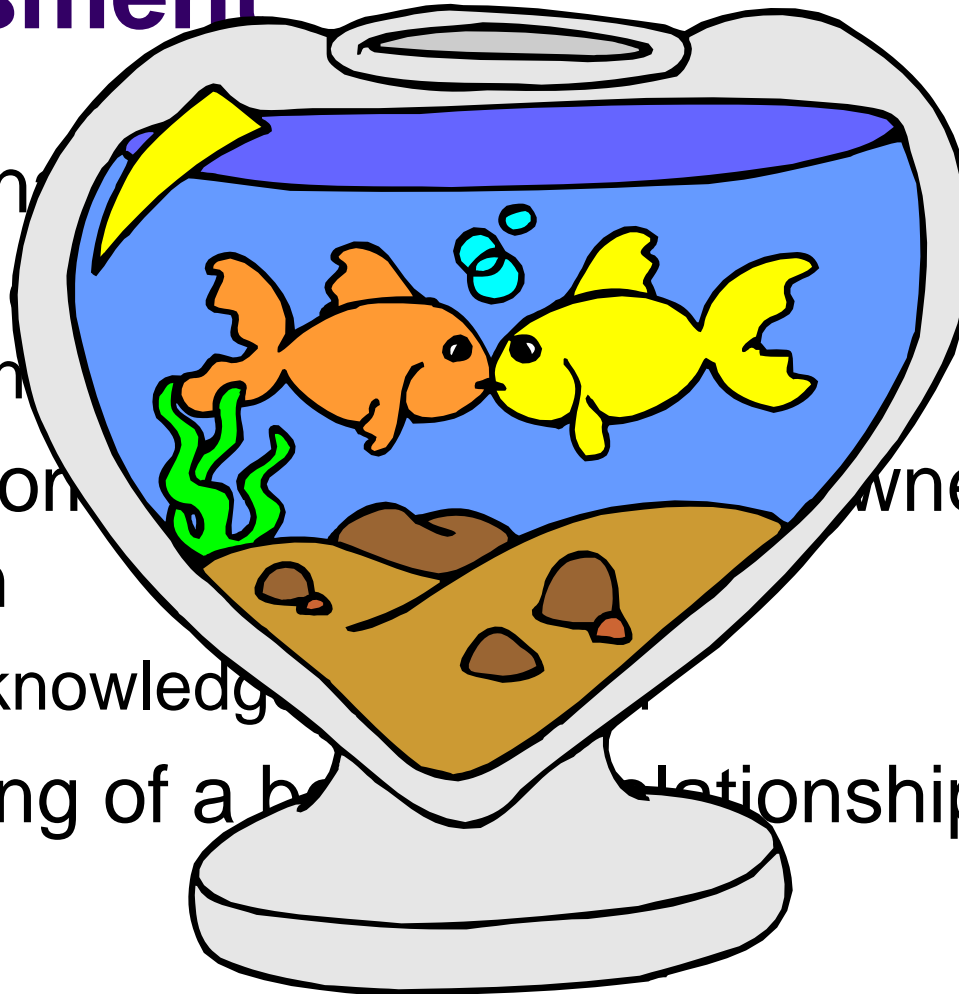
Collaboration



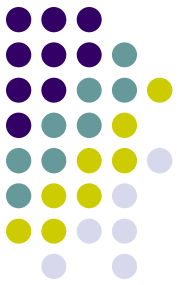
Outcome of Collaboration at Assessment



- Function
 - Focus on relationship, and social
- Classroom ownership over the plan
 - Even knowledge
- Beginning of a relationship

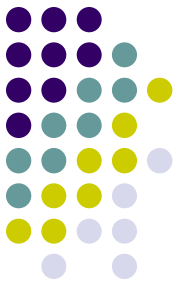


Collaborative Consultation



Collaborative	Expert
Decide on the problem together	Consultant decides what the problem is
Decide on the solution together	Consultant decides what the solution is
Evaluate the solution together	Consultant evaluates whether the solution has worked

Basic Principles of Adult Learning (Andragogy)



1. Adults maintain the ability to learn.
2. Adults are a highly diversified group of individuals with widely differing preferences, needs, backgrounds, and skills.
3. Adults experience a variety of physical/sensory capabilities.
4. Experiences of the learner is a major resource in learning situations.
5. Self-concept moves from dependency to independency (sic) as individuals grow in responsibilities, experiences and confidence.
6. Adults tend to be life-centered in their orientation to learning.
7. Adults are motivated to learn by a variety of factors.
8. Active learner participation contributes to learning.
9. A comfortable supportive environment is a key to successful learning.

James (1982) in Brookfield, S. D. (1987). Understanding and facilitating adult learning (p. 38). San Francisco: Jossey-Bass.

Gaining Trust and Credibility



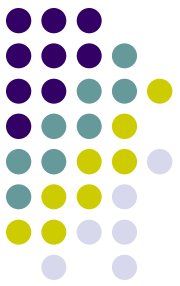
Social

- Get to know the teachers and let them get to know you

Task

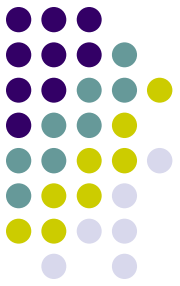
- Show you know what you're talking about

Consultants are not always popular



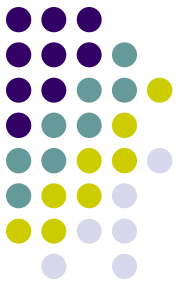
"From the violent nature of the multiple stab wounds, I'd say the victim was probably a consultant."

Conjoint Behavioral Consultation (Sue Sheridan)



1. Identify the problem
 - Collect baseline data
2. Develop the intervention plan (strategies)
 - Caregiver implements it and collects data
3. Evaluate the intervention

Rules of Consultation



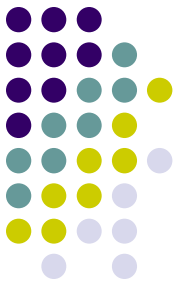
1. Work in the classroom (don't pull the child out)
2. Establish ground rules with the teachers
3. Respect whose turf you're on
4. Aim to make routines more successful for teachers and the child
5. Communicate during the activity
6. Position yourself to model and to observe
7. Model incidental teaching
8. Aim for child engagement, independence, and social relationships
9. Debrief before leaving
10. Make friends with the teachers



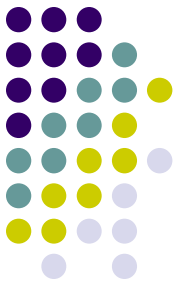


Sucking Up Behaviors

- Sniff out poopy diapers
- Clean up after an activity
- Distract a disruptive child
- Bring in something of *personal* interest to the teacher
- If meeting at lunch, bring lunch



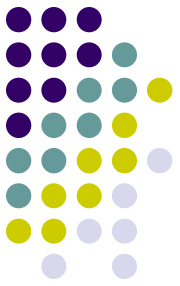
Incidental Teaching



Embedded Interventions

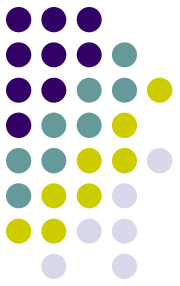
- Needed so children benefit from interventions throughout daily routines, not just in sessions or lessons
- Specific practice: Incidental teaching, which can be used across
 - Domains
 - Types of disabilities
 - Routines

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

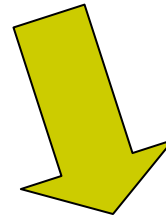
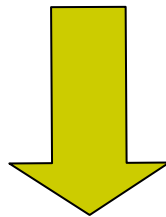
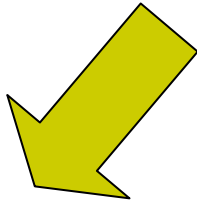
How Does Incidental Teaching Work?



Child Engagement



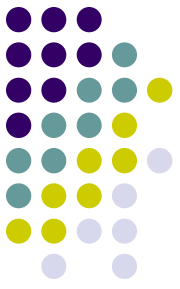
Teacher Elicitation



Outcome/Goal

More Engagement

Higher Engagement



What Is Engagement?

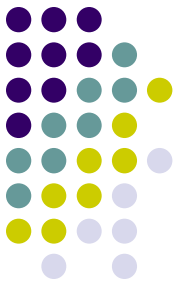
- The amount of time a child spends interacting with the environment in a developmentally or contextually appropriate manner, at different levels of competence.
 - Busy
 - Participating

What Outcomes/Goals Can Be Addressed?



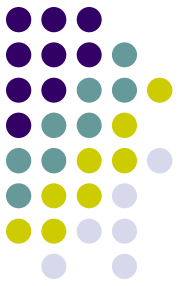
- Any, but the most functional ones are those that have applicability in the context where you're trying to use incidental teaching.
 - What kinds of outcomes can be well addressed during circle time?
 - Meals?
 - Free play?
 - Outside?
 - Story?

What Does *More Engagement* Mean?

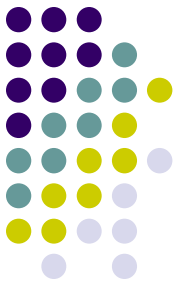


- Get the child to spend more time engaged in whatever you're reinforcing.
- Object: More time.
- Why is it sometimes helpful for children to spend more time engaged during something?

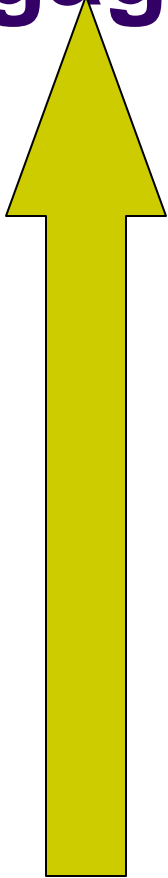
What Does *Higher* Engagement Mean?



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



Engagement Complexity

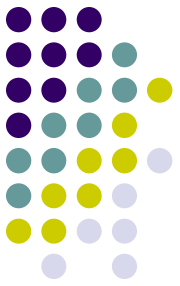


Persistence
Symbolism
Encoded Behavior
Constructive Behavior
Differentiated Participation
Focused Attention
Undifferentiated Behavior
Casual Attention
Nonengagement

Sophisticated

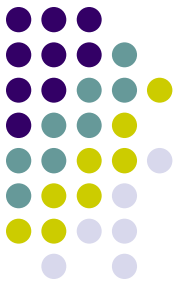
Unsophisticated

Who Can Use Incidental Teaching?

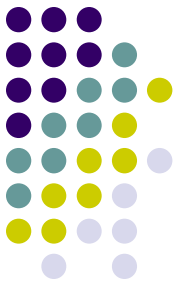


- Teaching staff
- Volunteers & students
- Parents

Zone Defense Schedule



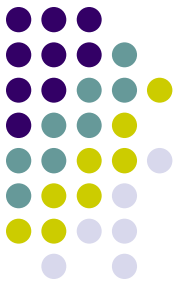
1. The schedule
2. The physical arrangement of the classroom
3. Transitions



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

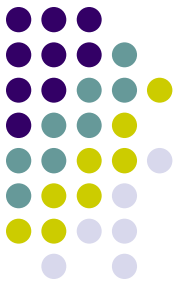
**The most important
component of the ZDS!**



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



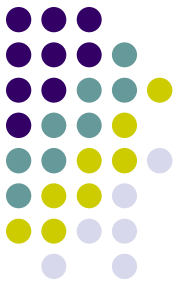
Time	Person 1	Person 2	Person 3
8:00-8:15	Arrival	Set Up	Arrival
8:15-8:30	Story	Story	Set Up
8:30-8:45	Set Up	Free Play	Free Play
8:45-9:00	Circle	Set Up	Circle
9:00-9:15	Small Toys	Small Toys	Set up
9:15-9:30	Set Up	Centers	Centers
9:30-9:45	Set Up	Centers	Centers
9:45-10:00	Snack	Set Up	Snack
10:00-10:45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

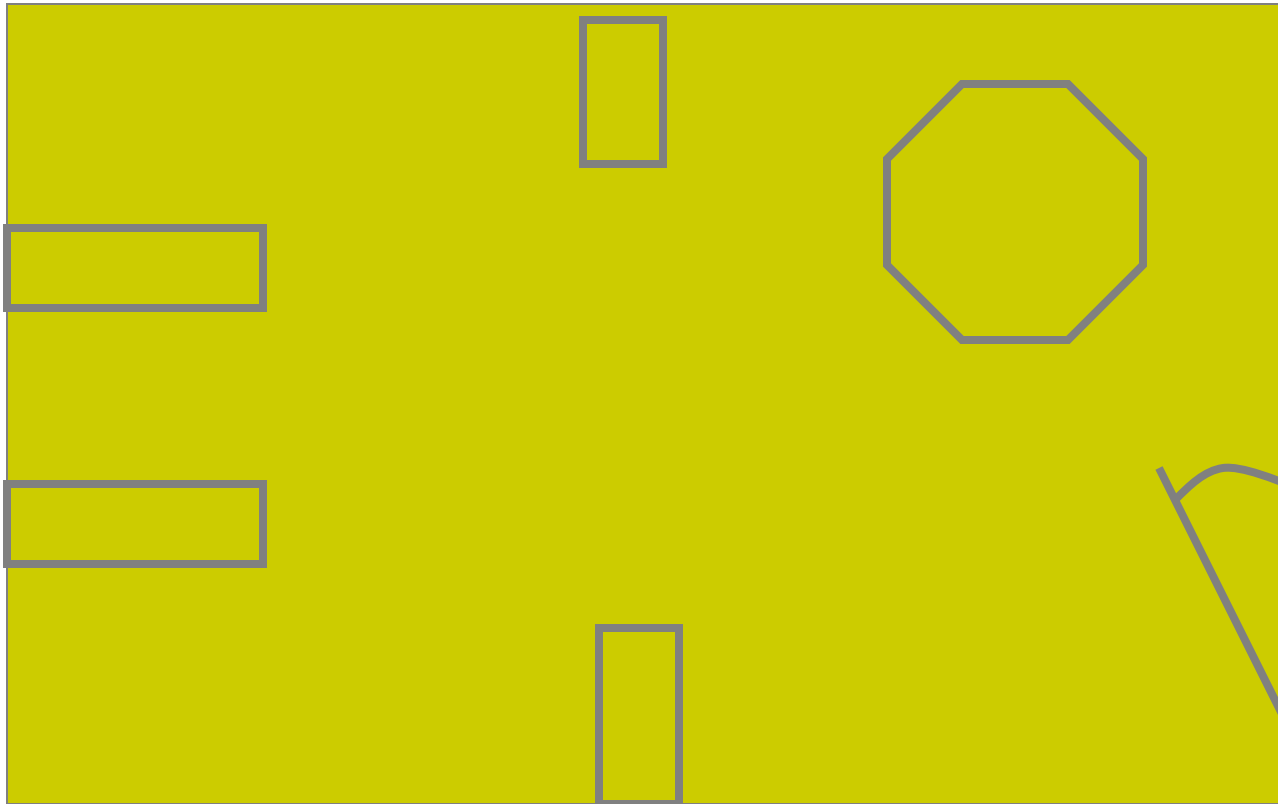
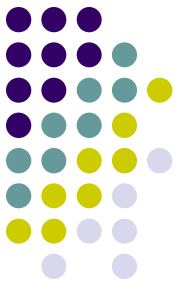
- Split up the middle of the room
- Clearly marked zones
- Accessible materials
- Free, but not too free, traffic flow

Secrets to Success

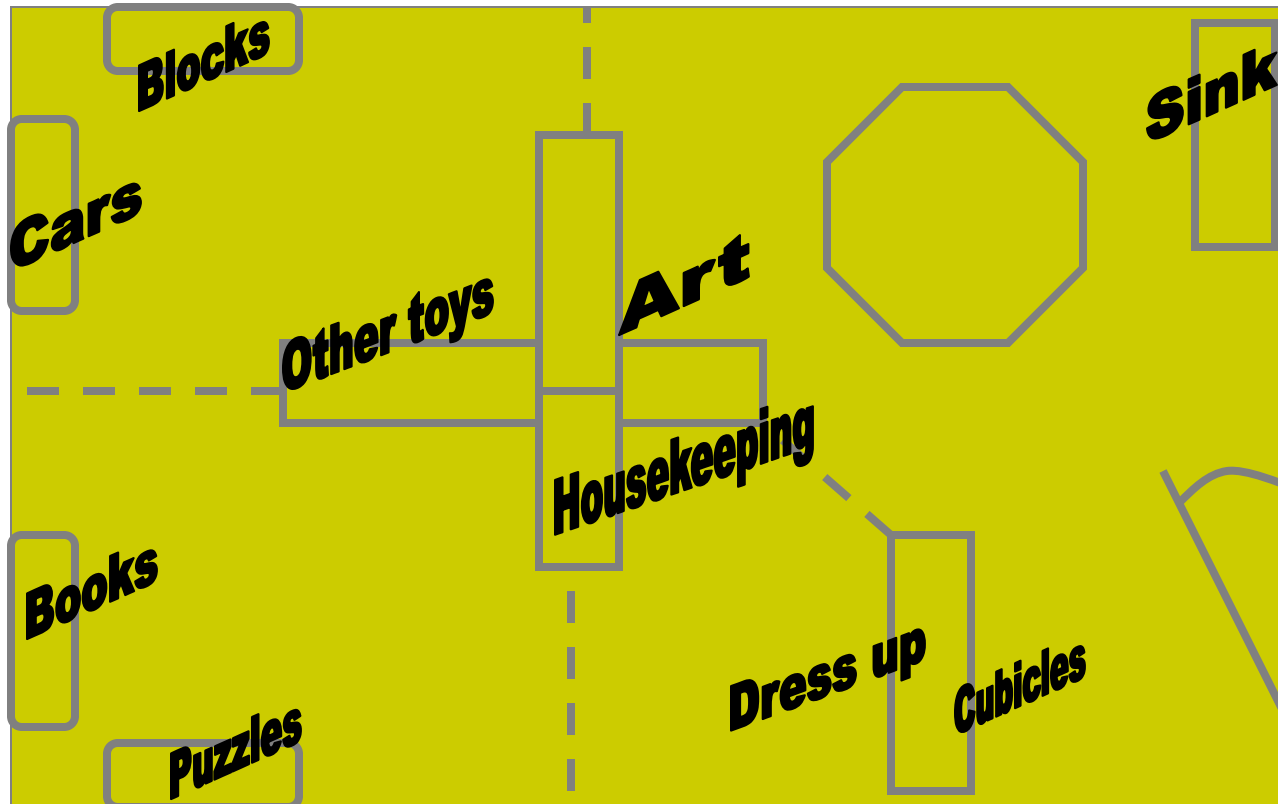
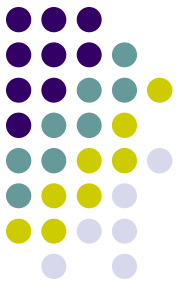


- Make the schedule fit what you're comfortable with
- Keep activities fairly short
- Be flexible!
- Communicate!
- Stick to your roles as much as possible
- Watch for nonengagement or low engagement during transitions

Ineffective Arrangement

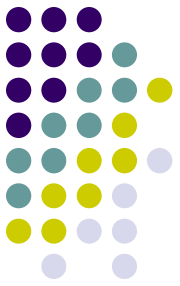


Effective Arrangement





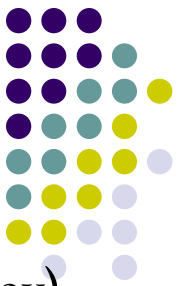
NANA NANA BOO BOO
3 R D F O U N D A T I O N



Sit

and

Watch



- 2 warnings
- Take the child to the side of the activity
- Very briefly, say, “Sit here and watch until you are ready to (play) nicely.”
- Return to the activity and have fun
- If the child leaves to return to the activity, welcome him or her
- Don’t be concerned about amount of time in sit and watch
- If the child leaves to do something else appropriate, it’s fine
- If child resumes undesired behavior, return him or her to sit and watch
- Do this as often as you can stand
- Again, do not insist on the child’s staying in sit and watch
- If it isn’t working this time, redirect the child to another activity that is not highly desirable but that is unlikely to be problematic