

Scottsdale, AZ,
12/12/08

Showing How the Routines- Based Interview Leads to Functional Outcomes

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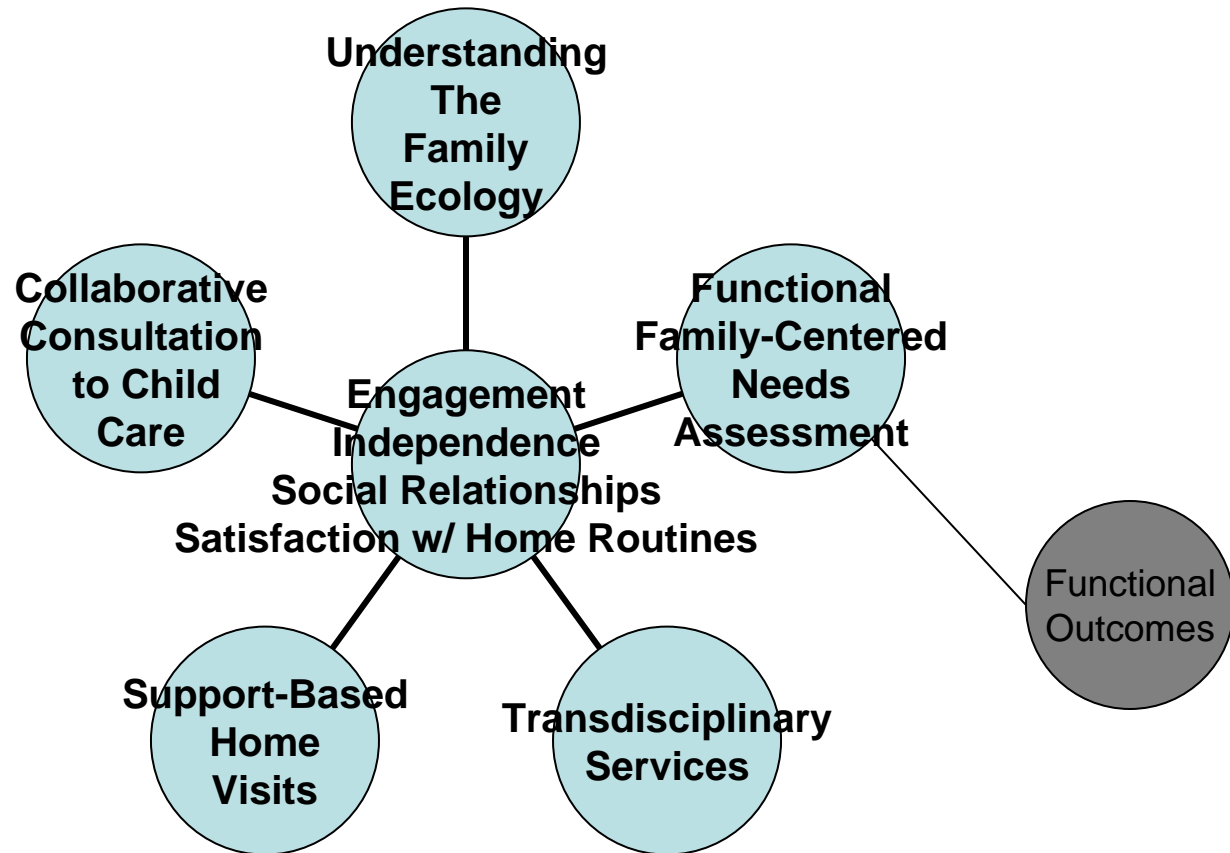
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The 5-Component Model for Early Intervention in Natural Environments



Need for Routines-Based Assessment

- The assessment legislation and our field amazingly forgot: **needs!**
- 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
- Investment by caregivers other than the family in the IFSP

Observing the Demonstration

- Good, juicy questions
- Missed questions
- Nonverbal behaviors
- Important assessment information
- Family's concerns or desires

Critical Interview Behaviors

- Be natural and as informal as is appropriate;
- Put the parent at ease with this naturalness and informality;
- Look the parent in the eye when he or she is talking;
- Avoid the use of jargon; if the parent uses jargon, ask what he or she means;
- Nod and in other ways affirm what the parent is saying;
- From time to time, express admiration for what the parent does with his or her family;
- Express understanding about how the parent might feel (e.g., “I bet you feel really good about that,” or “I bet that’s really frustrating”); more safely, ask the parent how he or she feels;
- Place papers being written on flat, so the parent can see what is being written—distance notwithstanding;
- Find a point of personal contact and very briefly use “self-disclosure” or “therapeutic use of self”;
- If the parent cries, offer to stop the conversation;

More Interview Behaviors

- If the parent becomes emotional, either move on to another topic or ask if something else should be talked about;
- As much as possible, refrain from engaging in judgmental talk about the other parent, if only interviewing one parent;
- Ask about later, specific routines to move the interview along, if it is taking a long time; the goal is to end in 90 minutes;
- Ask detailed questions at the beginning of the interview to show the parent the level of detail required; and
- Keep the structure of the six questions *per routine*:
 - What's everyone doing?
 - What's this child doing?
 - What's this child's engagement like?
 - What's this child's independence like?
 - What are this child's social relationships like?
 - How satisfactory is this time of day (home) or how good as fit are this routine and the child (classroom)?

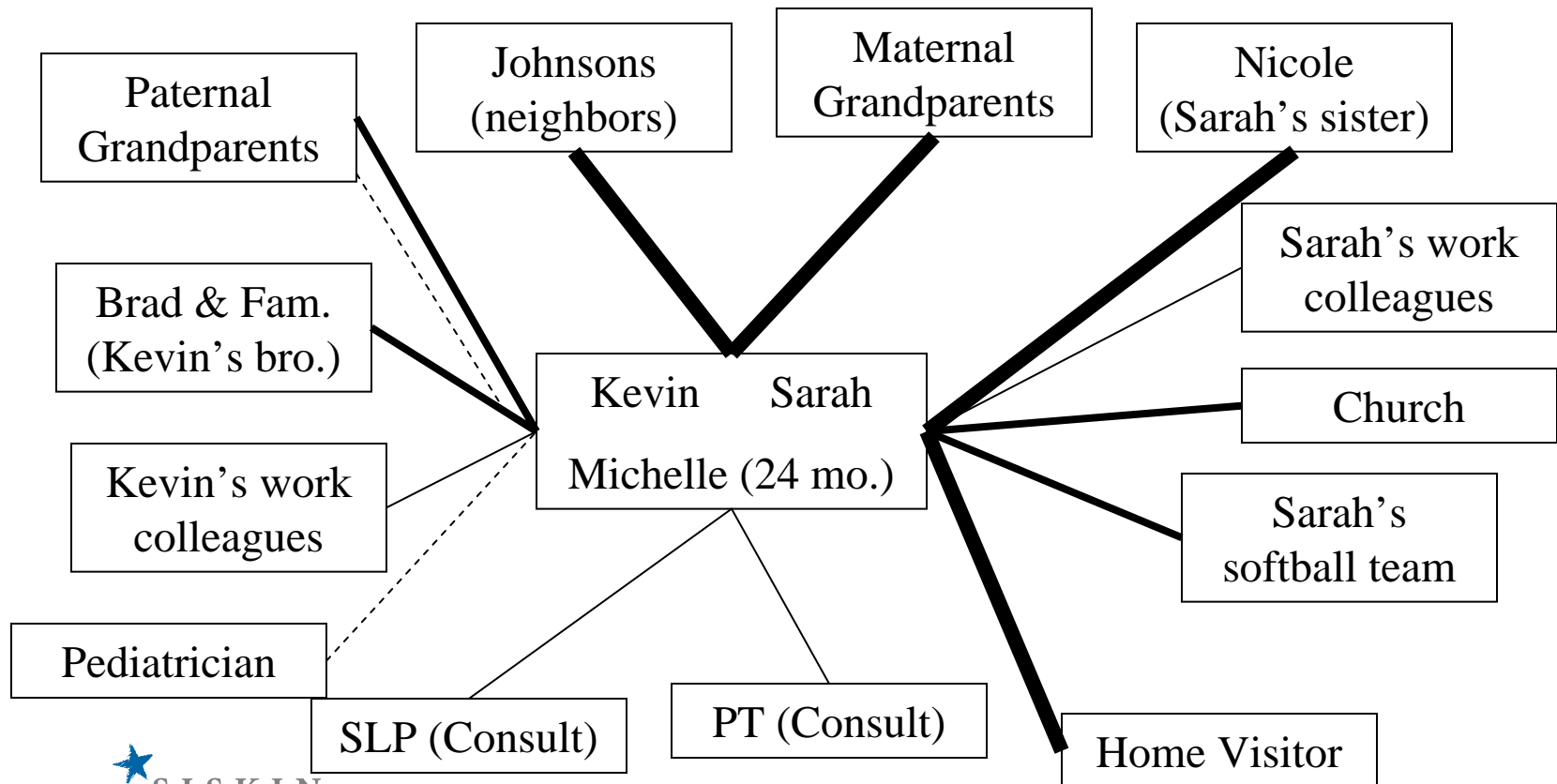
Back to the Beginning

Ecomap

Family Ecology

- We need a method to show we're interested in the family, not just the child
 - Children live in families
- We need something to establish a friendly, interested relationship
- We need an alternative to the checklist method of doing intakes

A Quick Look at an Ecomap



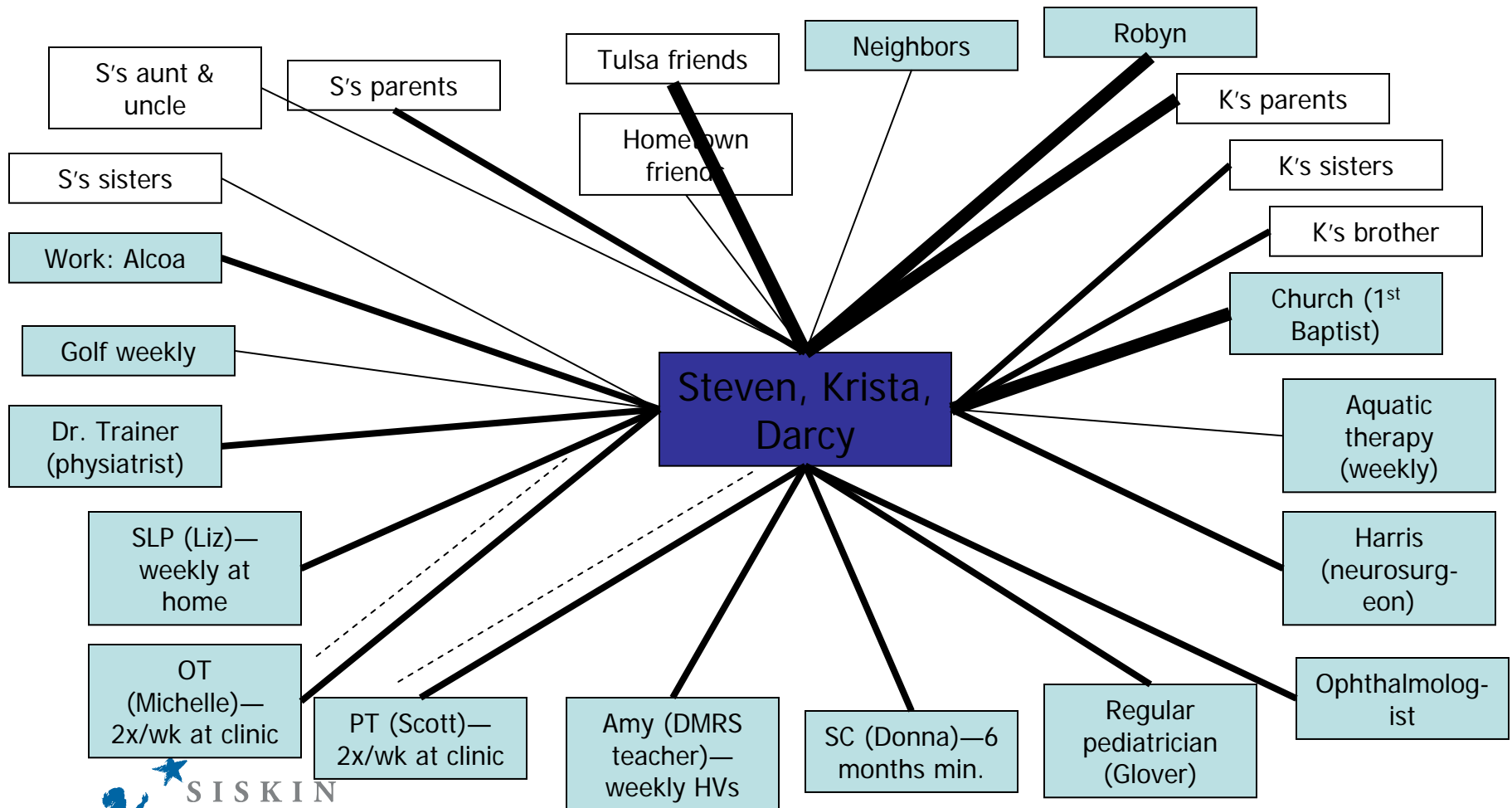
People About Whom to Ask

- Those living with the child
 - Do not ask, “Who is the child’s father?”
- Mother’s family
- Father’s family
- Neighbors and family friends
- Mother’s friends
- Father’s friends
- Worship friends
- Work friends
- Doctors
- Teachers
- Therapists
- Financial agencies

Example Questions About Each

- How often do you see or talk to them?
- How do you get along with them?
- If something cool happened with one of your children, who would you call?
 - The important thing is to find out how supportive or stressful this person is

Krista has little time for friends, but doesn't know what to do with her afternoons (the worst time of day)



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")

Satisfaction With Routines

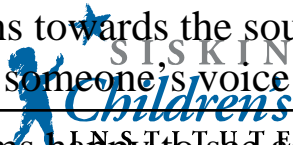
- How smoothly does the routine go?
- How easy is this time of day?
- How would you like it to be different?
- Rate it on a scale of 1-5

New Instrument

1. Waking Up (18 items)
 2. Meal Times (36 items)
 3. Getting Dressed (15 items)
 4. Toileting/Diaper (16 items)
 5. Going Out (21 items)
 6. Plays With Others (21 items)
 7. Independent Play (21 items)
 8. Nap (11 items)
 9. Bath (21 items)
 10. Hanging Out/Watching TV/Books (26 items)
 11. Grocery Store (17 items)
 12. Outdoors (20 items)
 13. Bedtime (14 items)
- **Measure of Engagement, Independence, and Social Relationships (MEISR)**
 - Authors: R. A. McWilliam & Shana E. Hornstein
 - 236 items for children birth-5 years of age
 - Purpose: To assess strengths and needs within routines
 - (a) to help families identify goals
 - (b) to monitor functional progress
 - Currently being field-tested

Beginning of MEISR

	Does not do this yet	Does this some-times	Does this often	Past this; used to do it	N/A	Domain CG=Cognitive CM=Communication A=Adaptive S=Social M=Motor
1.Waking Up						
Shows interest in crib toys	1	2	3	4		CG
Tries to get hold of objects in the crib or bed	1	2	3	4		M
Plays with crib toys	1	2	3	4		CG
Makes vocal sounds	1	2	3	4		CM
Calls out for adults	1	2	3	4		CM, S
Wakes up without crying immediately	1	2	3	4		A
Turns towards the sound of someone's voice	1	2	3	4		CM
Seems happy to see adults	1	2	3	4		S

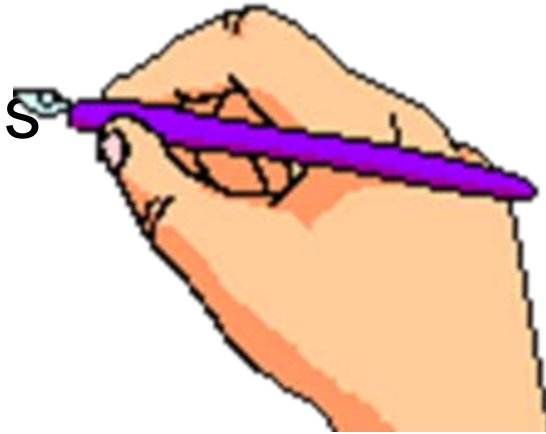


Free Copy of MEISR Available

- ...to anyone getting 5 families to complete it and mailing it to us
- Write RobinMcWilliam@Siskin.org
- What will you and the family get out of this?
 - A profile of strengths and needs by routines
 - Can help families identify priorities for IFSP

RBI Report Form

- State the routine
- Prompts the new domains
 - Engagement
 - Independence
 - Social Relationships
- Score satisfaction or goodness of fit
- What Part C domains are addressed
- Is this a concern?



Outcome Selection

- Interviewer reads aloud notes about concerns and desires.
- ***Then***, the family selects 6-10 outcomes (goals)
 - Do not treat the concerns and desires as the outcomes!
- The family put outcomes into priority order

A Successful Interview

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

Adaptation

- Increasingly, communities/programs are scoring instruments from information provided during the RBI!
 - What % of children tested for delay are ineligible?
 - If > 10%,
 - Do evaluations first or
 - Screen children at intake

Roles of 2nd Person

- Help with questions
- Take notes
 - Possibly, do the recap
- Handle interruptions
- Score developmental test?

Nine Critical Features

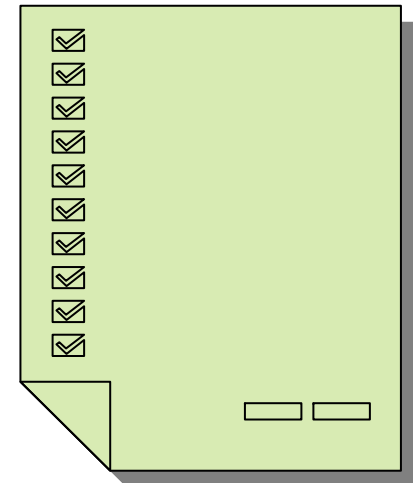
1. Main concerns
2. Go through the day
3. 6 questions per routine—details!
4. Star concerns
5. Satisfaction ratings
6. Worry and change questions
7. Recap
8. Family chooses outcomes
9. Priority order

Implementation I

- In small groups
- Select a scribe & reporter
- Where would you fit in the RBI?
- What would be at least 1 barrier?
- What is the solution to this barrier?

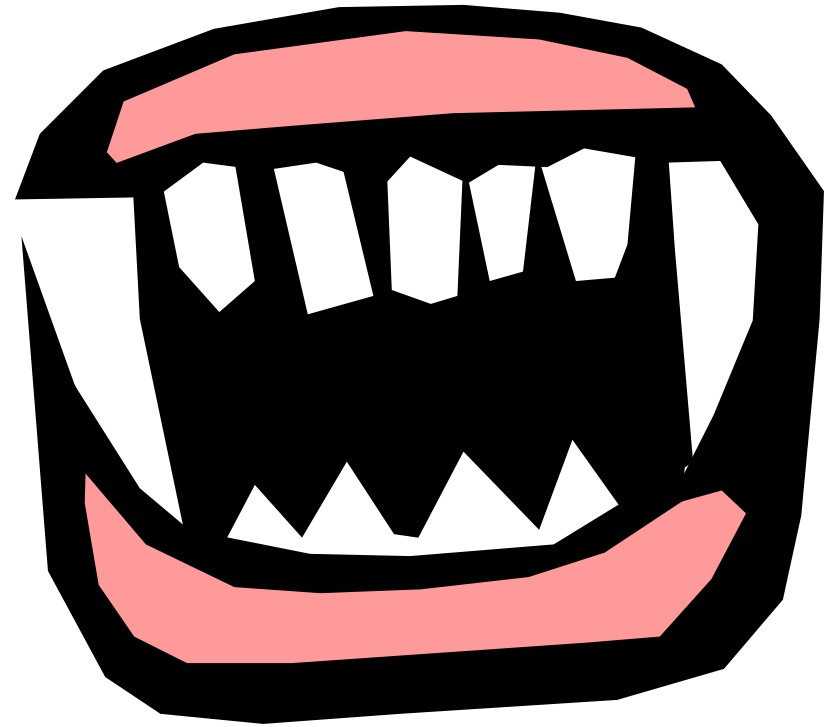
7 Steps for Writing Functional Outcomes

- 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.

Play with toys during hanging-out times

- Tyrell will participate in hanging-out times at home by playing with toys.
- We will know he can do this when he plays with a toy for 5 minutes, independently, 3 times 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

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”)

Writing Outcomes

- Each small group gets one or more outcome
- Based on what you heard during the RBI, write a participation-based outcome for your child-level outcome
 - Your family-level outcome should have at least one criterion for completion
- *Propose* logical criteria, given what you know about the child and family

Ilana's Outcomes

1. Transitioning, less battle, including dressing and getting into car
2. Control his behavior without time out
3. Unknown situations
4. Fun learning activities for Ilana to do with Jayden in afternoons for him to do independently—more enjoyable
5. Dressing and helping with diaper
6. Washing or washing hands
7. Accept more foods
8. Potty training
9. Time for Ilana alone
10. More dates with Jeff with someone other than Ilana's parents as babysitter