

Conducting and Using Routines- Based Interviews and Observations to Write Functional IFSP/IEP Outcomes/Goals

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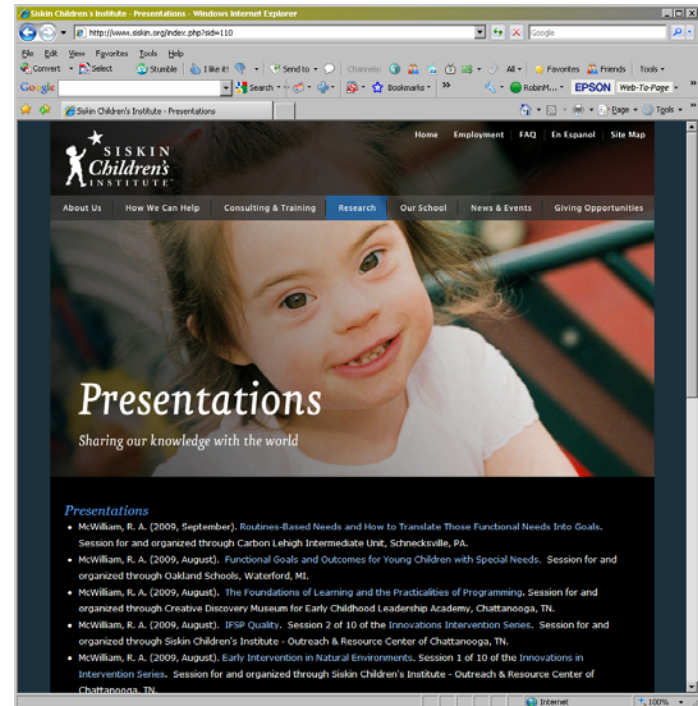
Oakland Co. Schools,
MI
8/24/09

Carbon Lehigh
Intermediate Unit, PA
9/1/09

Nebraska Dept. of
Education
Kearney, NE
Sept. 10-11, 2009

Contact

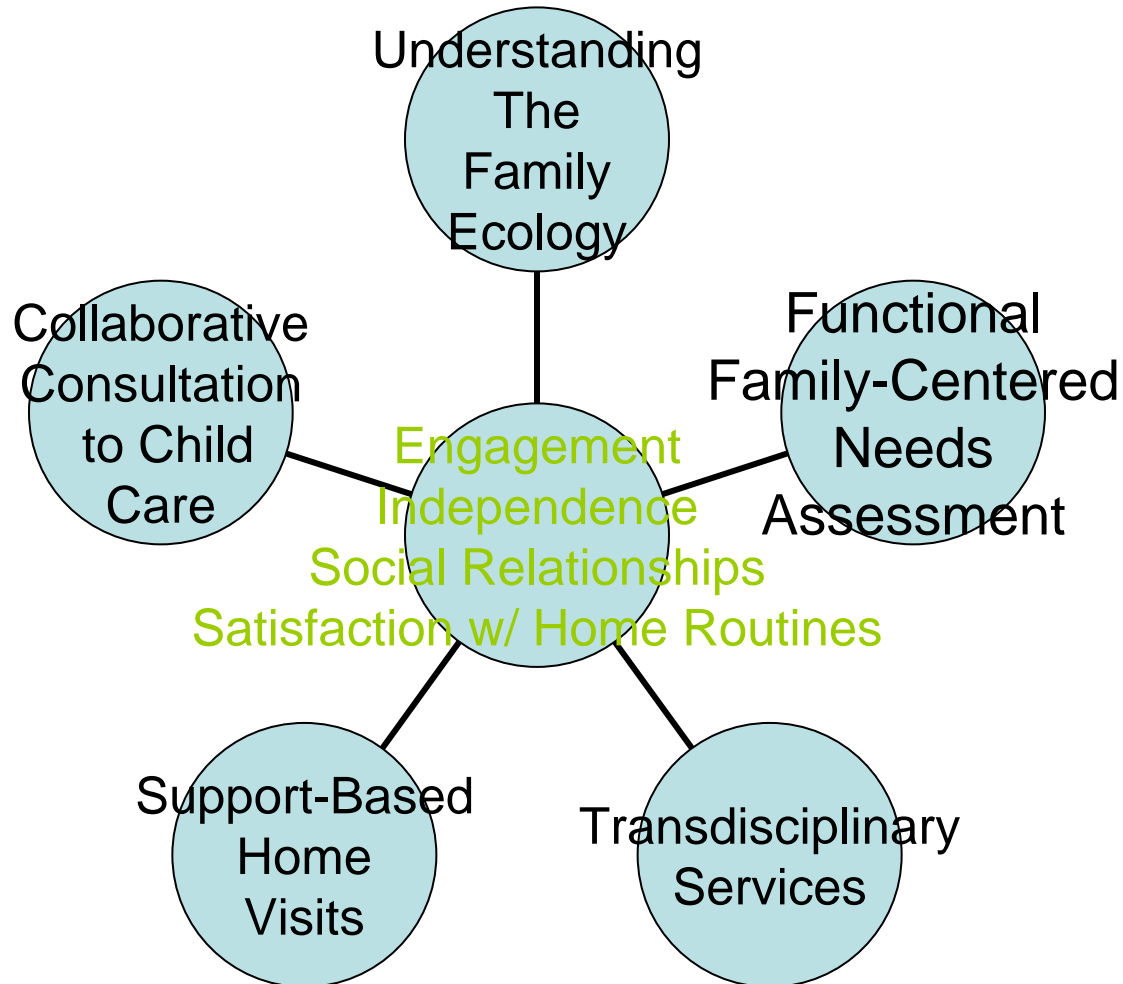
- Robin.McWilliam@Siskin.org
- www.SiskinResearch.org
 - This PPT is available here (click on Presentations)



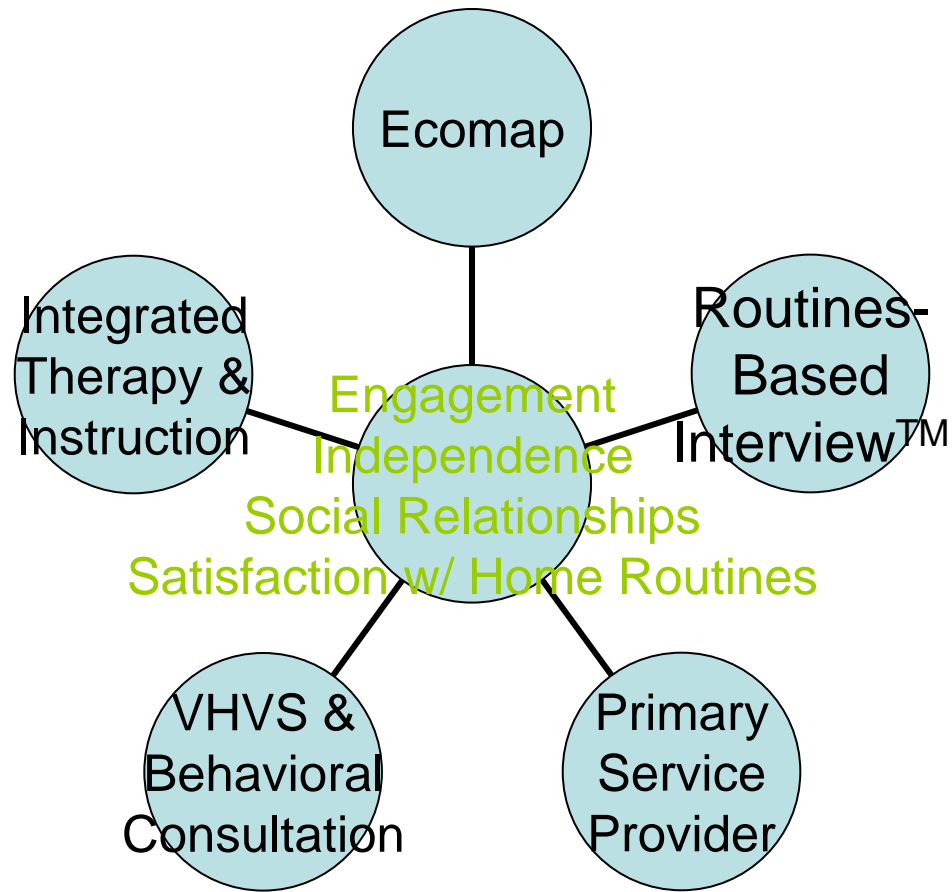
Outline

- Context for the RBI
- General information about it
- Ecomap
- Steps for conducting the interview
- Demonstration
- Debriefing
- Interview skills
- Research
- Debriefing and feedback
- Writing functional outcomes/goals

The 5-Component Model for Early Intervention in Natural Environments

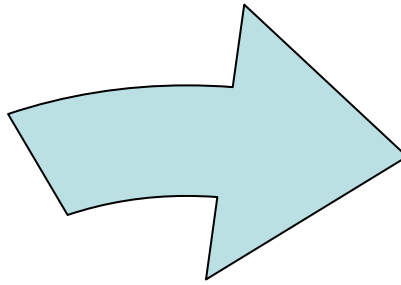


The Practices

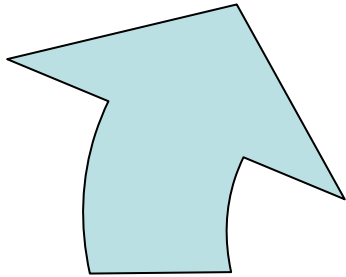


Adding in the
Engagement Classroom
Model

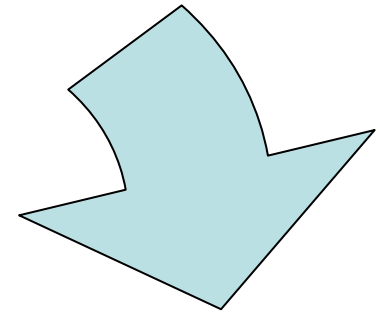
Incidental
Teaching



Routines-Based
Assessment



Engagement

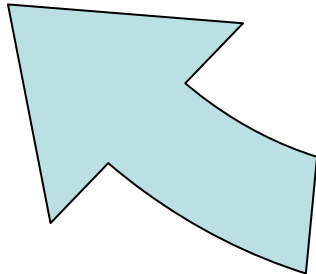


Integrated
Therapy

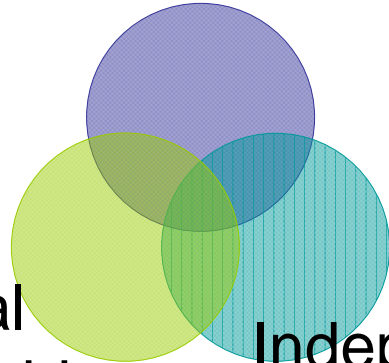
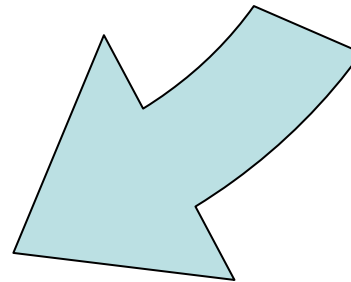
Social
Relationships

Independence

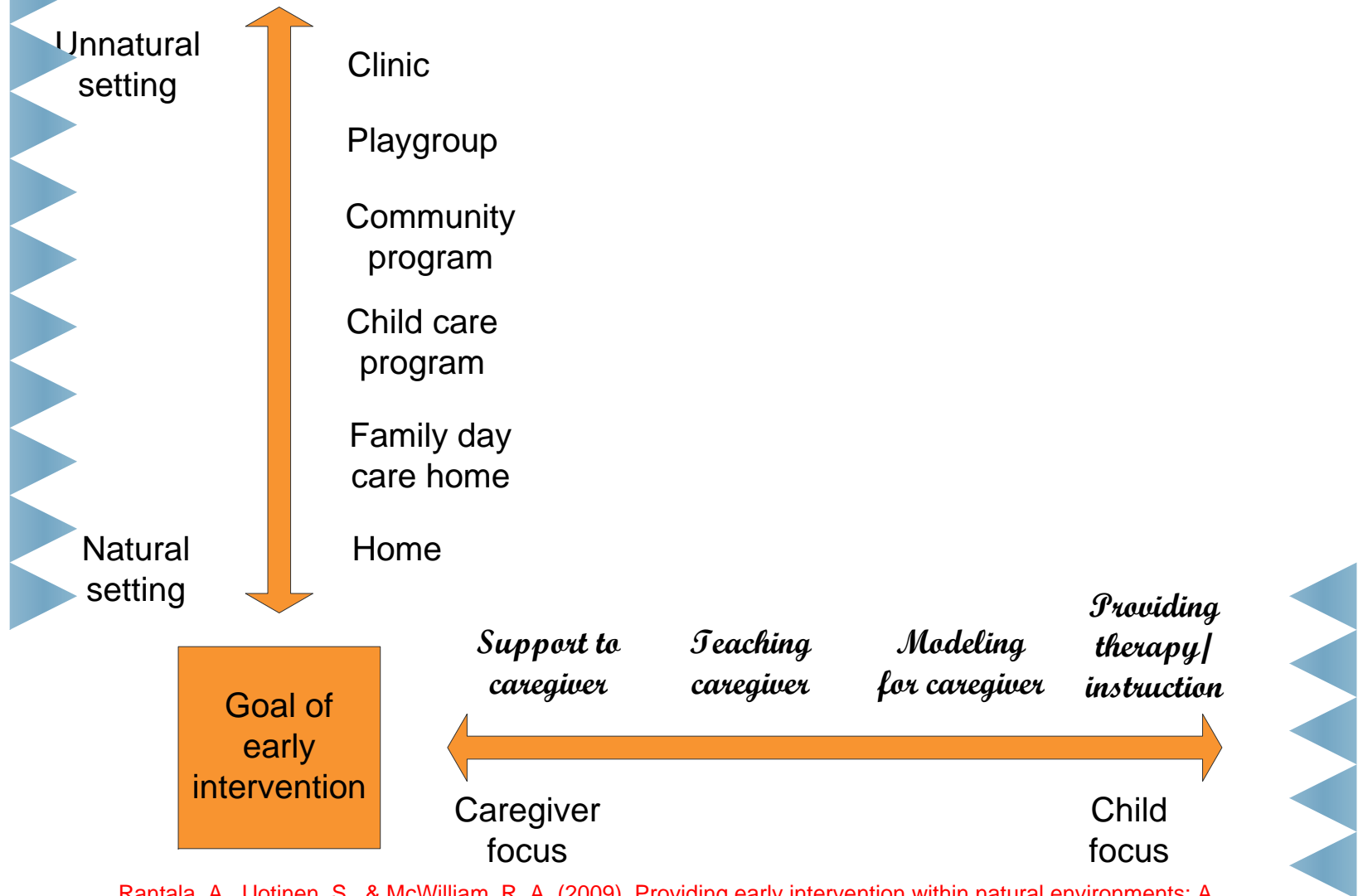
Zone
Defense
Schedule



Data
Collection
by Teachers



Setting and adult versus child focus as service delivery dimensions



Rantala, A., Uotinen, S., & McWilliam, R. A. (2009). Providing early intervention within natural environments: A cross-cultural comparison. *Infants & Young Children*, 22, 119-131.

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/outcomes

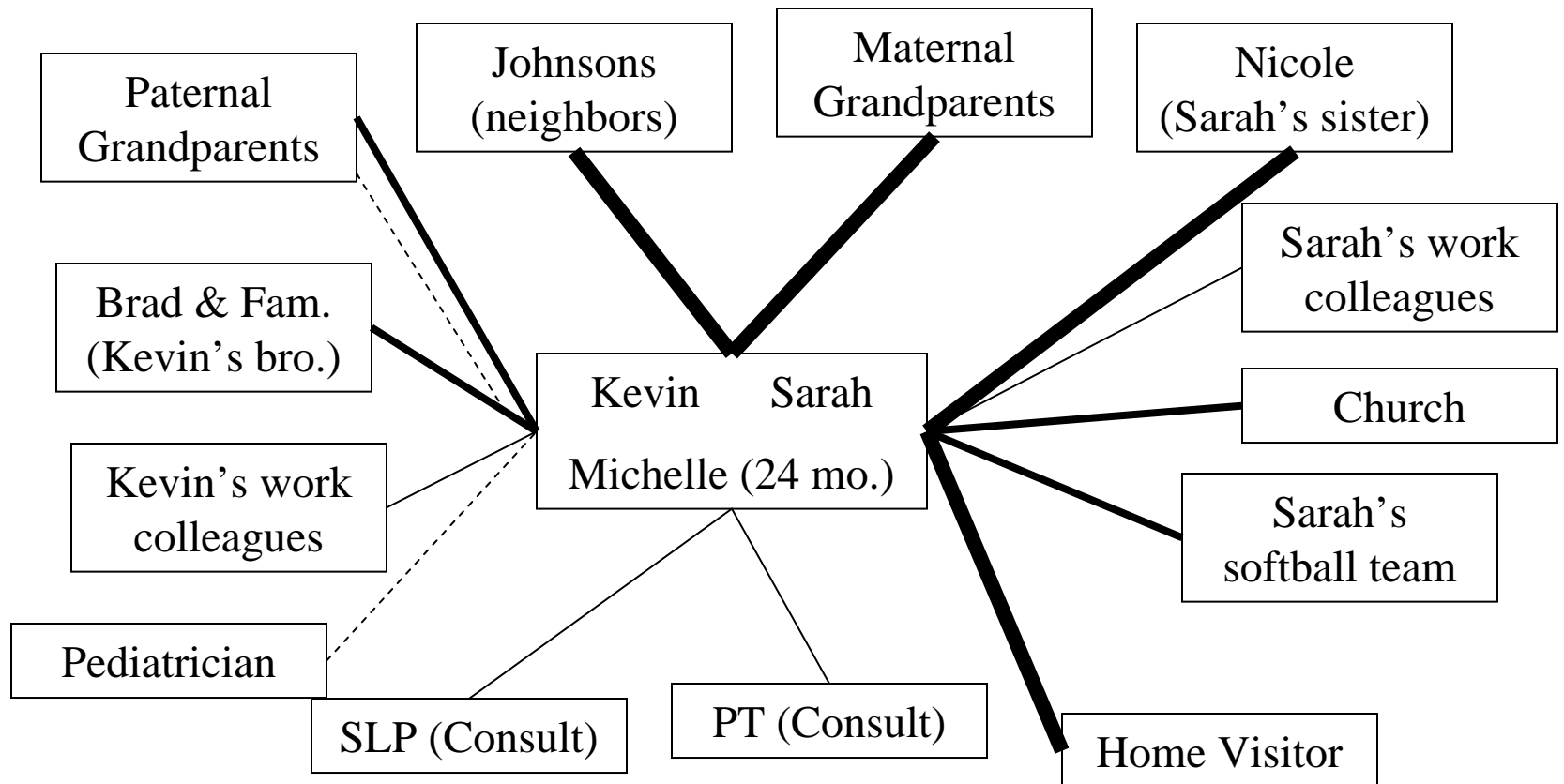
Questions

- What's missing from your current assessments?
- What has been your experience with RBIs?
- Is the RBI like *Tell me about your typical day*?
- How are you evaluating and assessing children currently? All children?
- How are you determining the family's CPR?
- How are you determining outcomes?

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

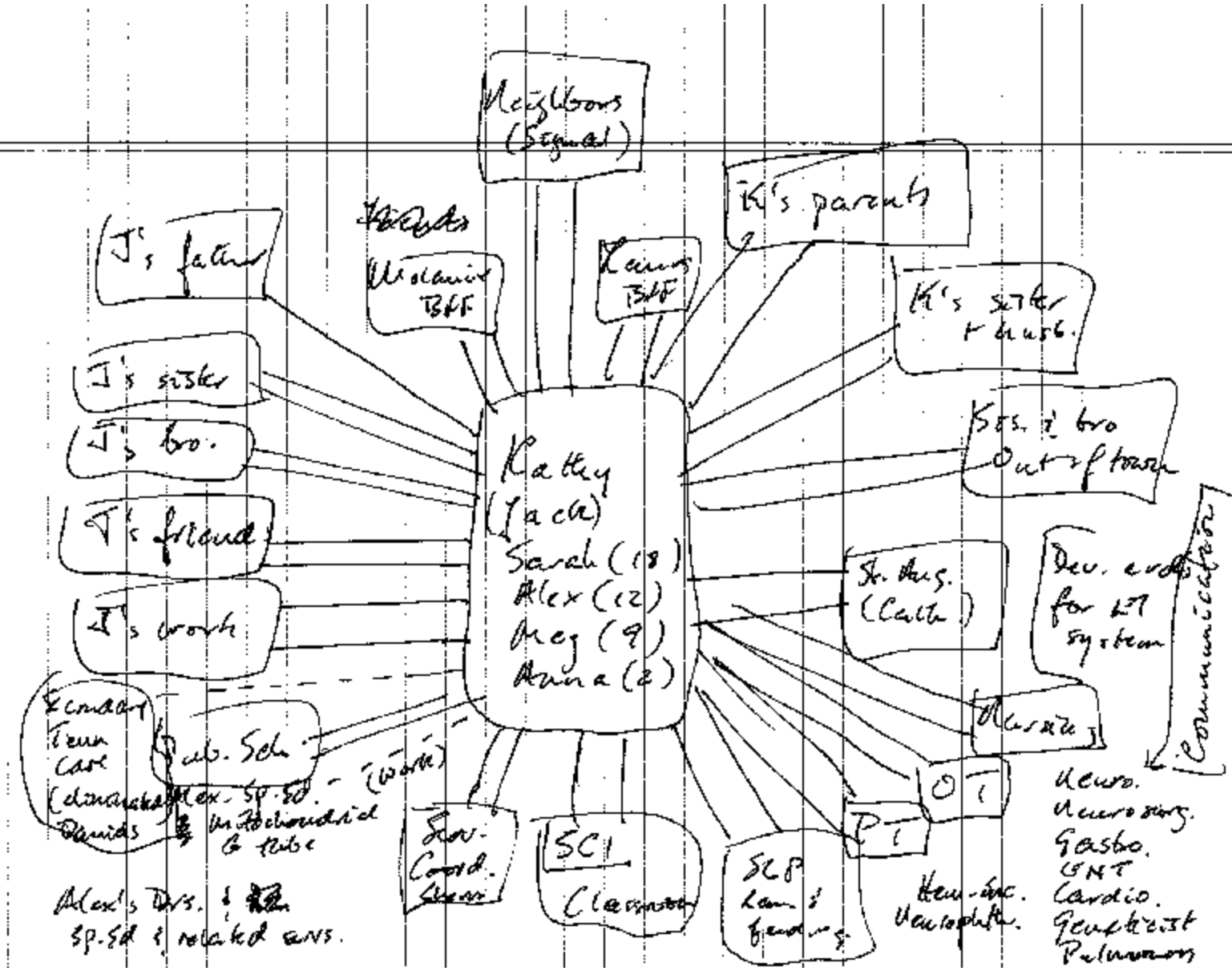


People About Whom to Ask

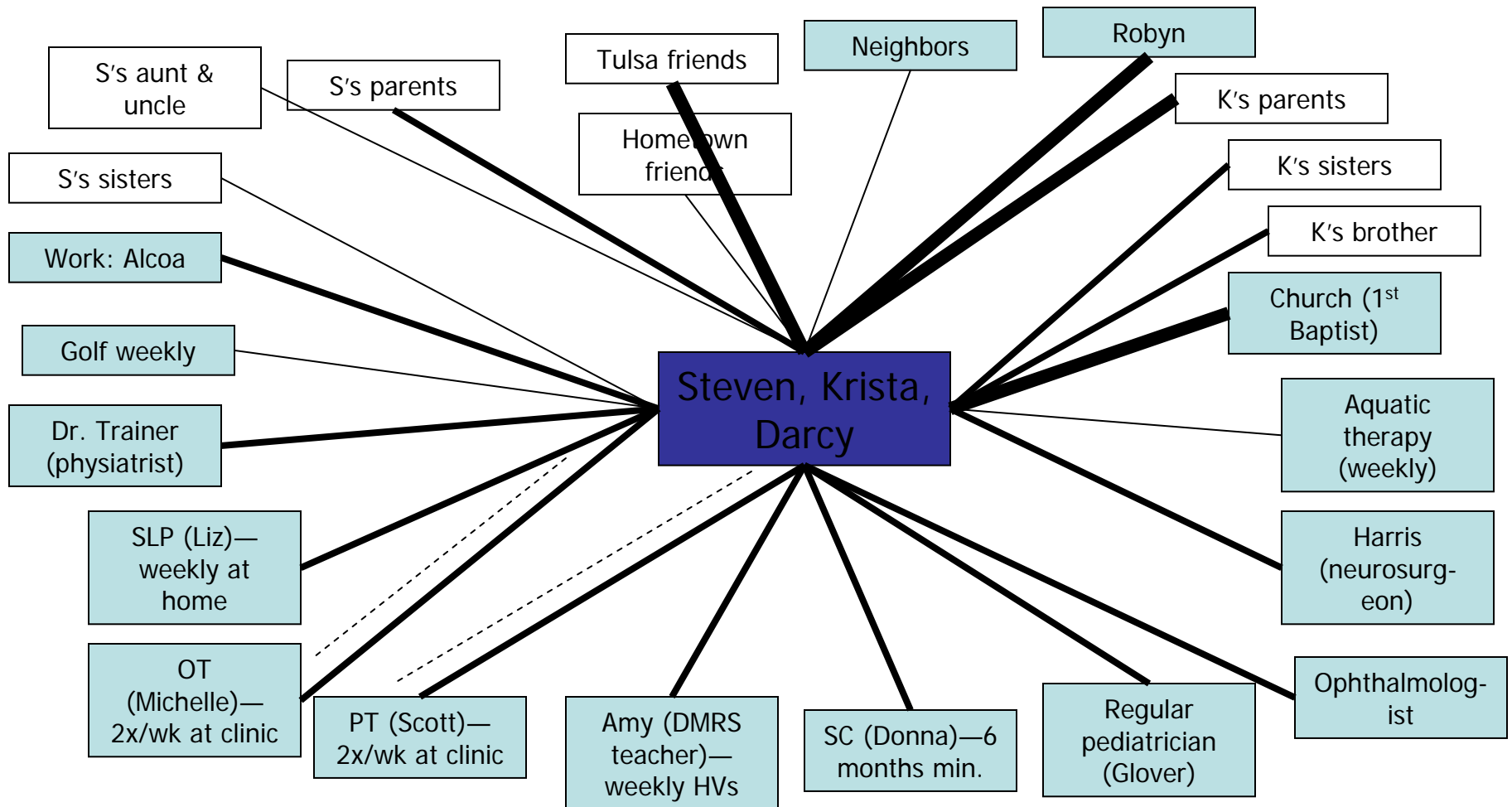
- Those living with the child
 - Do not ask, “Who is the child’s father?”
- Mother’s family
- Father’s family
- Neighbors and family friends
- Mother’s friends
- Father’s friends
- Worship friends
- Work friends
- Doctors
- Teachers
- Therapists
- Financial agencies

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)



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

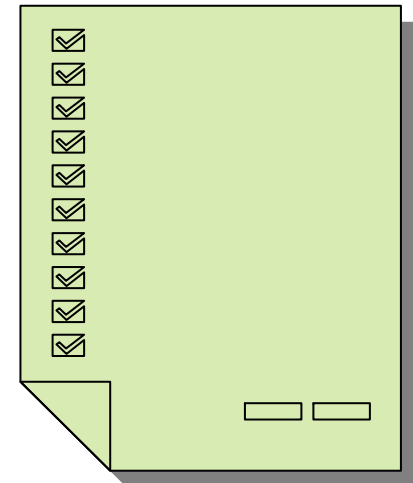
Waking
Changing diaper
Going to kitchen
Breakfast
Parent getting ready
Going outside
In shops
Lunch
Going to park
Other family members
coming home
Dinner preparation
Dinner
Bath
TV
Bedtime

Outside
Music
Story
Lunch
Nap
Entertainers
Departure

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

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)
 - Knowing colors (meals, dressing, school)

Step 2

Find out what routines
this affects

- Meals, dressing,
school

Step 3

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

- Natalie will participate in meals, dressing, and school

Step 4

4. Write “by _____ing,”
 - By selecting colors addressing the specific behaviors correctly

Step 5

Add a criterion for demonstration the child has acquired the skill

- We will know she can do this when she says the correct color of a food item, an article of clothing, and an object or picture in the classroom

Steps 6

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

- One time at a meal, one time during dressing, *and* one time at school
- Across routines, people, materials, places, etc.
- Over time (see following step)
- Rate of behavior

Step 7

Over what amount of time?

- On each of four days in a row

Whole outcome:

Natalie will participate in meals, dressing, and school by selecting colors correctly. We will know she can do this when she says the correct color of a food item, an article of clothing, and an object or picture in the classroom one time at a meal, one time during dressing, *and* one time at school on each of four days in a row.

Family-Level Outcomes

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

In school and finish and decide what to do	Dulcie will stay in school for 1 year
--	---

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.

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”)

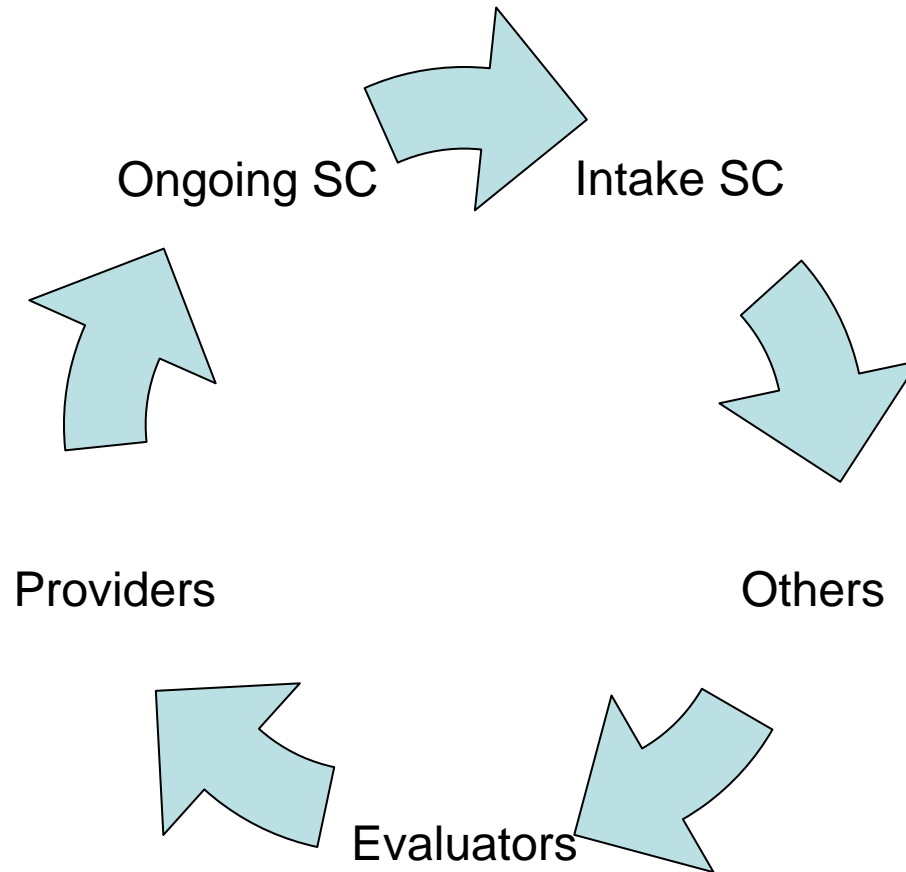
Dulcie's Goals

1. Natalie know colors (meals, dressing, school)
2. Stay in bed, including through the night
3. Play independently or in parallel play
4. Talk clearly to be understood
5. Consistency between Dulcie's and children's dad's
6. Natalie play and talk back and forth with others
7. Dulcie in school and finish and decide what to do
8. Natalie pulling up pants
9. Follow rules at supper
10. Natalie and Blake busy longer at dinner prep
11. Natalie recognize name in writing
12. Kids play in bath with little splashing

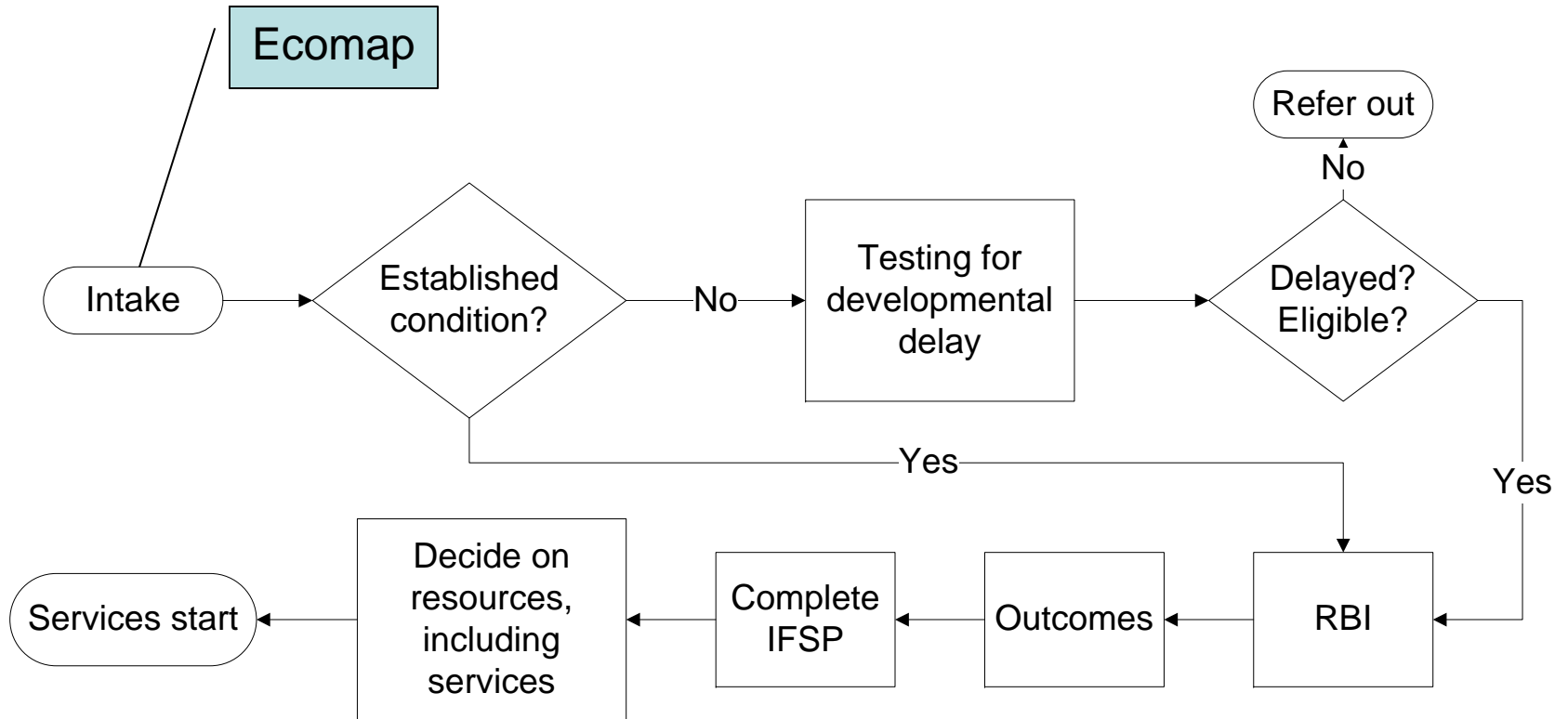
Logistical Principles

- Should occur before services are decided
- Should include major interventionist working with the child/family
- Should not compromise the 45 days
 - What's using up all this time?

Various Professionals Who Might Be Involved



Process



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

Fitting in the RBI

- Get in groups of 6-10 people
- Introduce each other
- Select a scribe
- Decide on the following:
 - When in the process of organizing services for a new child and family would you fit this in?
 - Who would be involved in the interview?

Implementation II

- In groups
- Select scribe
- Write team name at top of blank sheet of paper; this sheet will be turned in
- Reach group consensus on the top 3 practices you would like to implement
 - Don't proceed until you've decided on all three
- Determine at least 1 barrier for each practice
- Determine the solution for each barrier identified