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Routines-Based Interview: Demonstration and Practice

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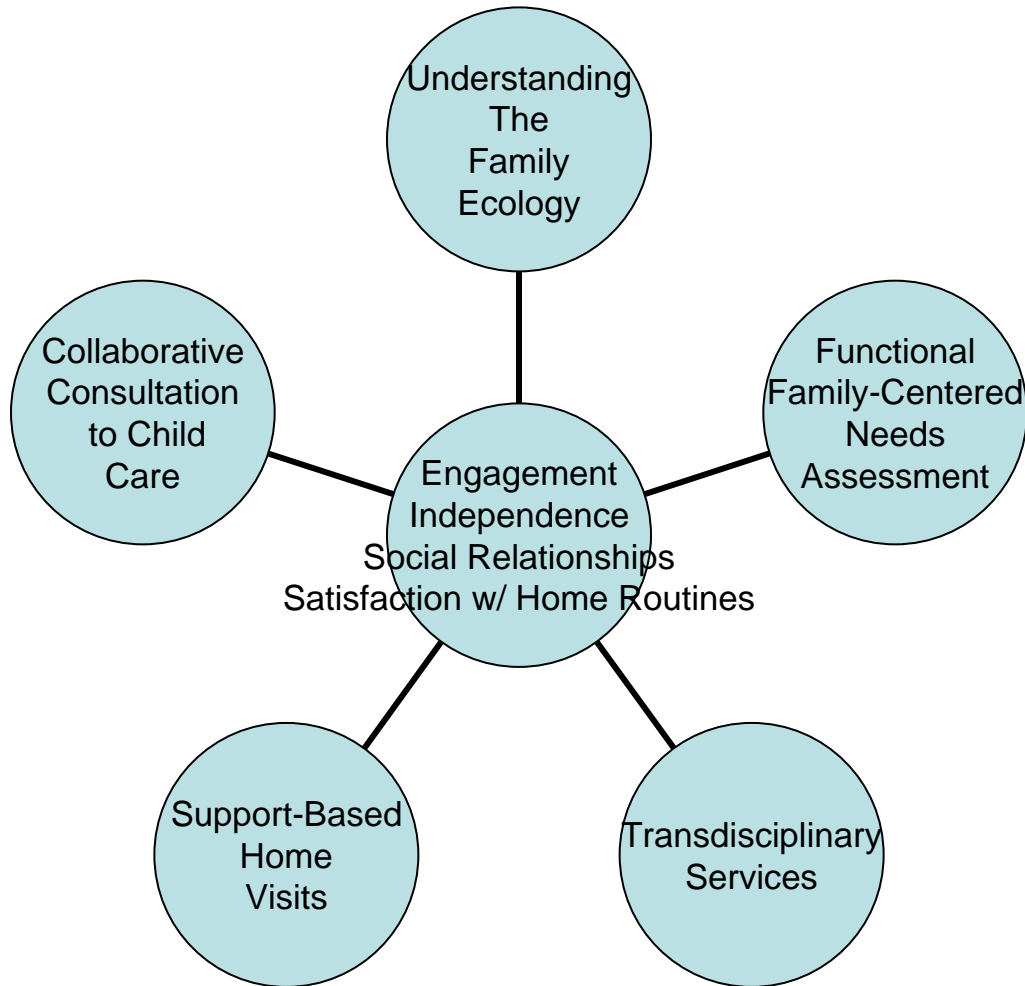
Contact

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

Outline

- Context for the RBI
- General information about it
- Ecomap
- Steps for conducting the interview
- Demonstration
- Debriefing
- Interview skills
- Logistics: where this fits in, etc.
- Research
- Practice
- Debriefing and feedback
- Take-home assignment

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 *participation* needs
 - Address *independence* needs
 - Address *social relationships* needs
- Family priorities reflected in the IFSP
- Outcomes broad enough yet specific enough
- Strategies that aim directly at function problem (i.e., teach first)
- Investment by caregivers other than the family in the IFSP

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?

Observing the Demonstration

- Good, juicy questions
- Missed questions
- Nonverbal behaviors
- Important assessment information
- Likely outcomes

Interview Skills

- Knowledge of child development
 - To be able to ask sensible follow-up questions
- Knowledge of family functioning
 - To be able to ask sensible follow-up questions
- Interview skills
 - To be able to keep an easy conversation going

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;

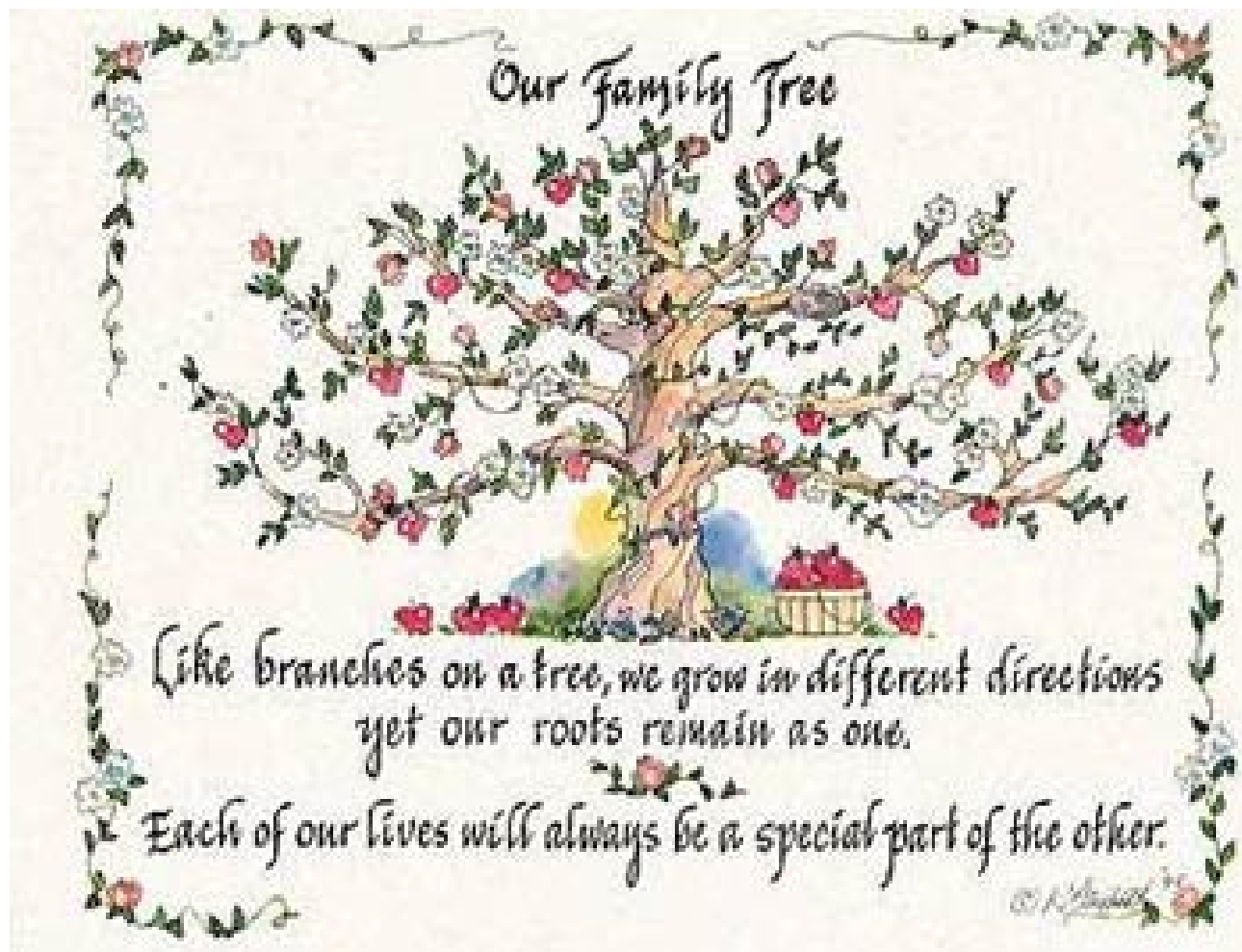
More Interview Behaviors

- 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 a fit are this routine and the child (classroom)?

Special Training?

- Increasingly, we are seeing the need for training in this area
 - RBI Boot Camp to be offered in Summer 2008
 - Leading to certification
- Anyone can be trained or train themselves
 - Service coordinators
 - Developmental therapists
 - Developmental specialists (evaluators)

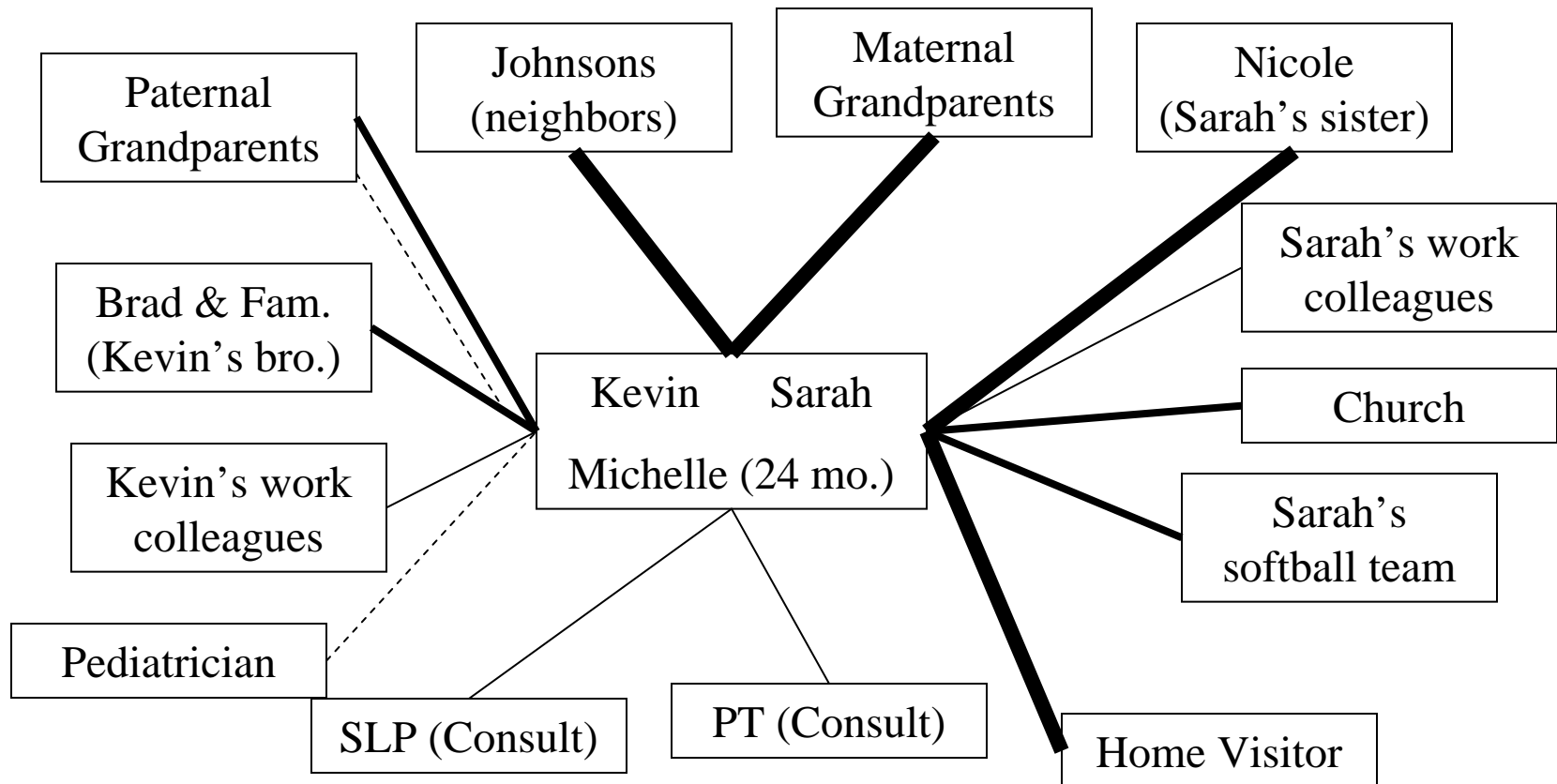
The Ecomap



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



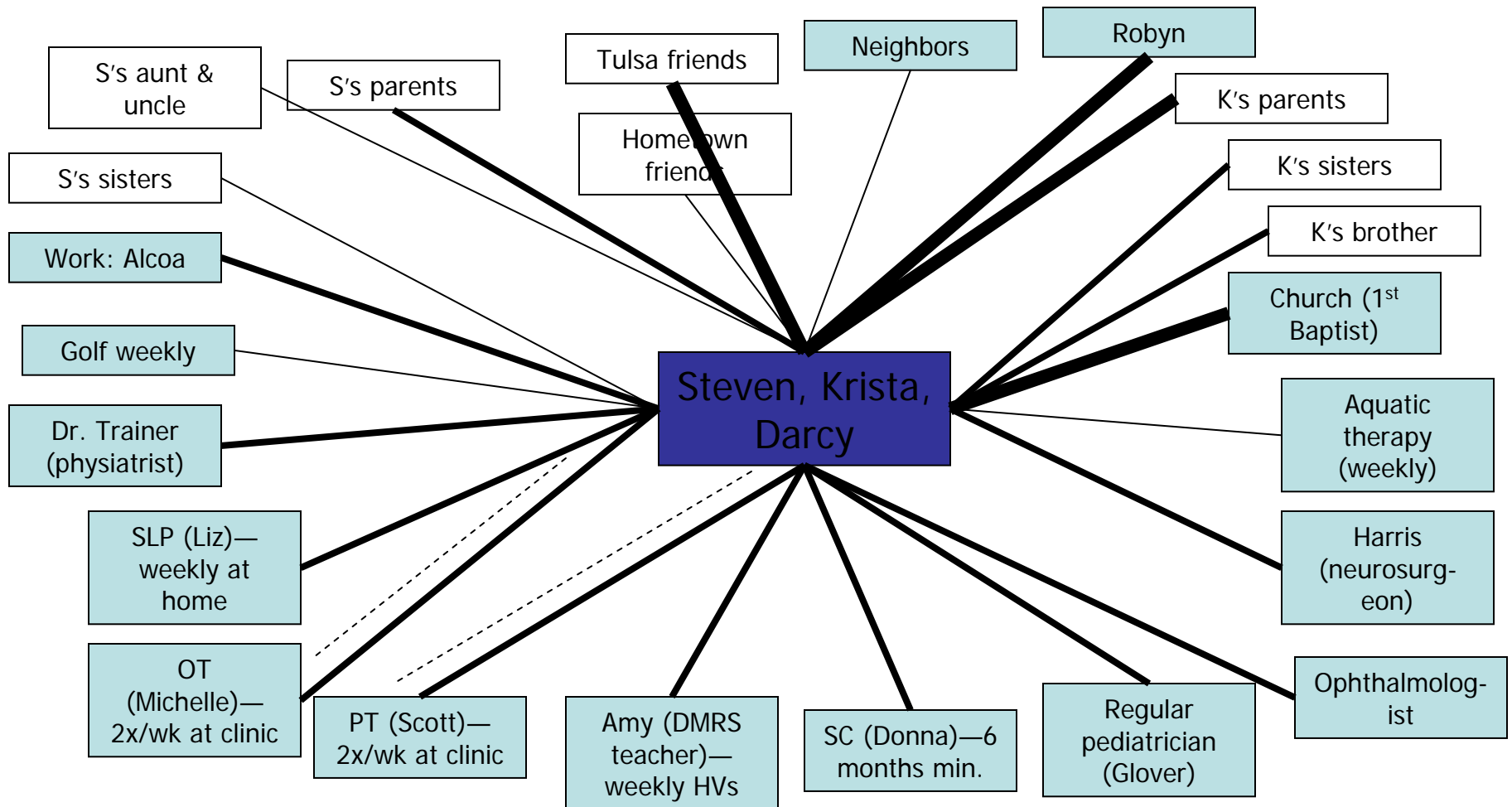
People About Whom to Ask

- 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

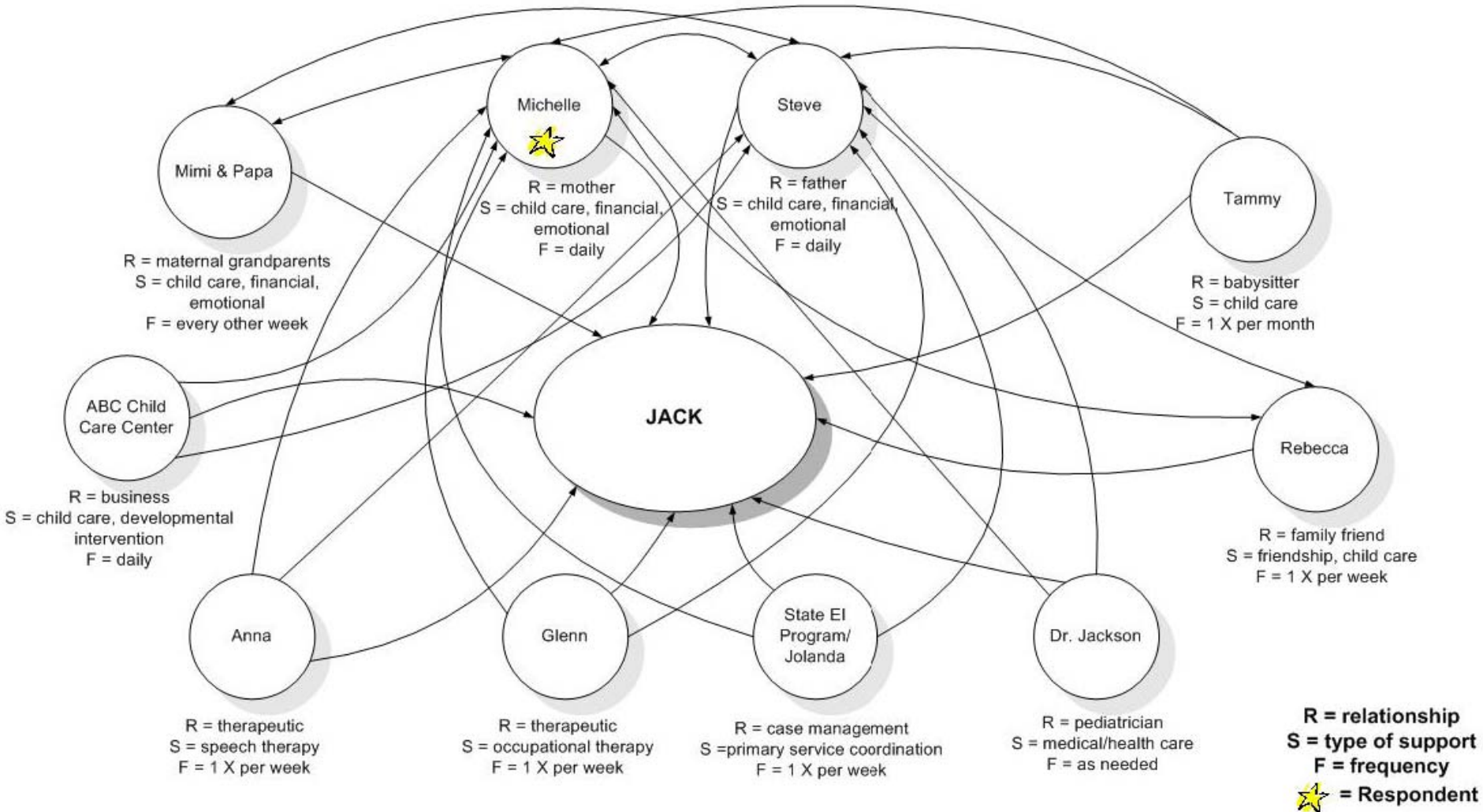
Example Questions About Each

- 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)



Version of an Ecomap



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")

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 with children with deafblindness

Beginning of MEISR

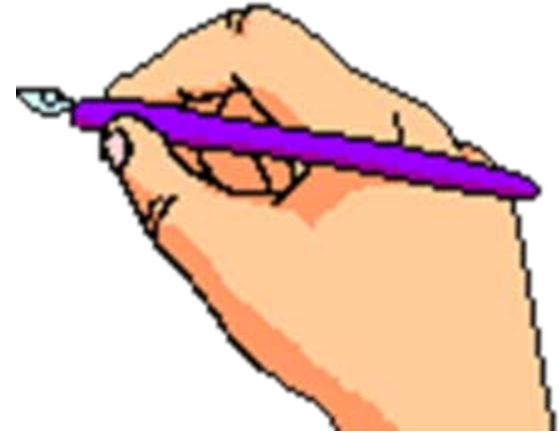
	Does not do this yet	Does this sometimes	Does this often	Past this; used to do it	N/A	Domain CG=Cognitive CM=Communication A=Adaptive S=Social M=Motor
1.Waking Up						
Shows interest in crib toys	1	2	3	4		CG
Tries to get hold of objects in the crib or bed	1	2	3	4		M
Plays with crib toys	1	2	3	4		CG
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
Enjoys being held, rocked, touched	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?



Assessing What?

- Child
 - Engagement
 - Independence
 - Social relationships
- Family
 - Satisfaction with routines

Noting Potential Outcomes

- Write down, in short notes, important information
- Especially note concerns (potential outcomes)
 - Maybe 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

Outcome Selection

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

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 outcomes

“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?”

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

Who's There?

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

Roles of 2nd Person

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

Practice Interviews

- Divide into groups of 3-6
 - Groups of 3: mother, interviewer, observer
 - Groups of 4: mother, primary interviewer, secondary interviewer, observer
 - Groups of 5: mother, other family member, 2 interviewers, observer
 - Groups of 6: mother, other family member, 2 interviewers, 2 observers
- Spread out!

Biggest Mistakes in Interviewing

- Ask-listen-write, ask-listen-write....
- Giving too much information during recap
- Confusing recapped concerns with selected outcomes

Preparation for Interview: 5 Minutes

- Mothers
 - Receive assigned role
 - Read the vignette
 - Prepare to make up details
 - Receive instructions from Robin
- Interviewers
 - Read RBI Implementation Checklist
 - Plan secondary interviewer's level of involvement, especially who'll do the recap
- Observers
 - Read RBI Implementation Checklist

Time Management

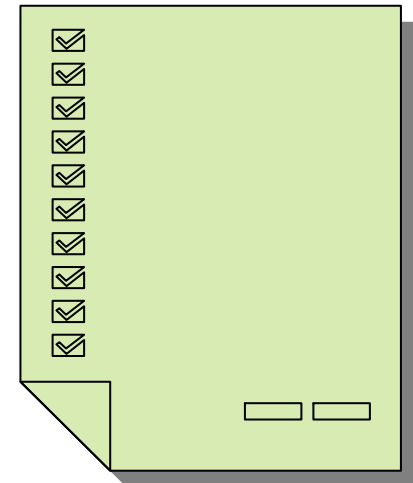
- Begin interview as though you had 90 minutes ahead of you—in depth information
- After 20 mins, I will tell you when you should move on to evening routines
- After another 10 mins, you should be recapping and selecting outcomes
- You are done when outcomes are selected

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
- Outcome decisions
- Priority order

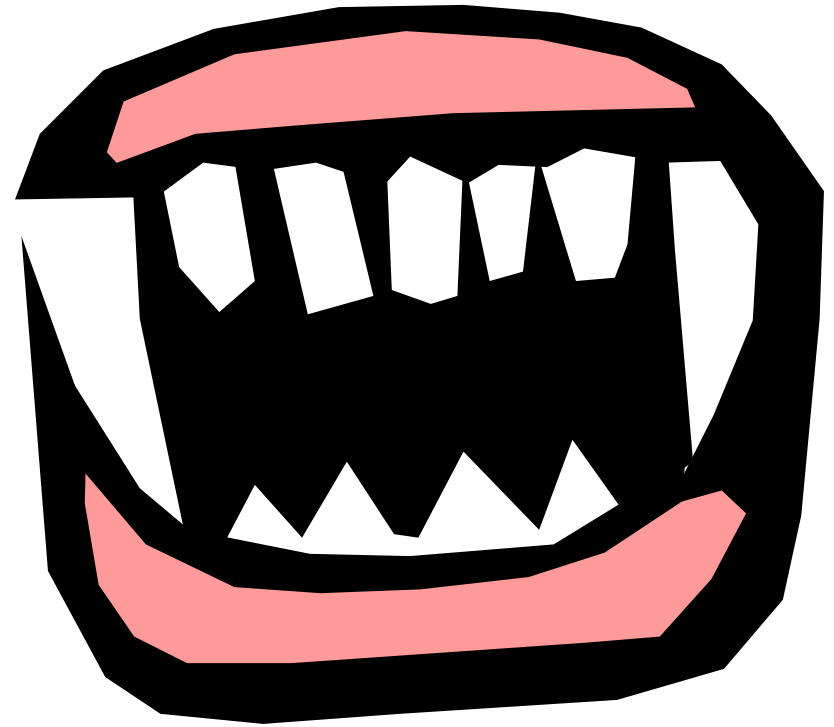
7 Steps for Writing Functional Outcomes

- 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

V's Outcomes

1. V make decision about back to school
2. Bedtime—A going to sleep without fussing
3. Parents learn about A's breathing
4. A playing to make sounds
5. A grabbing
6. V 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”)