



Routines-Based Interview

Robin McWilliam, Ph.D.

Director

Siskin Center for Child and Family Research

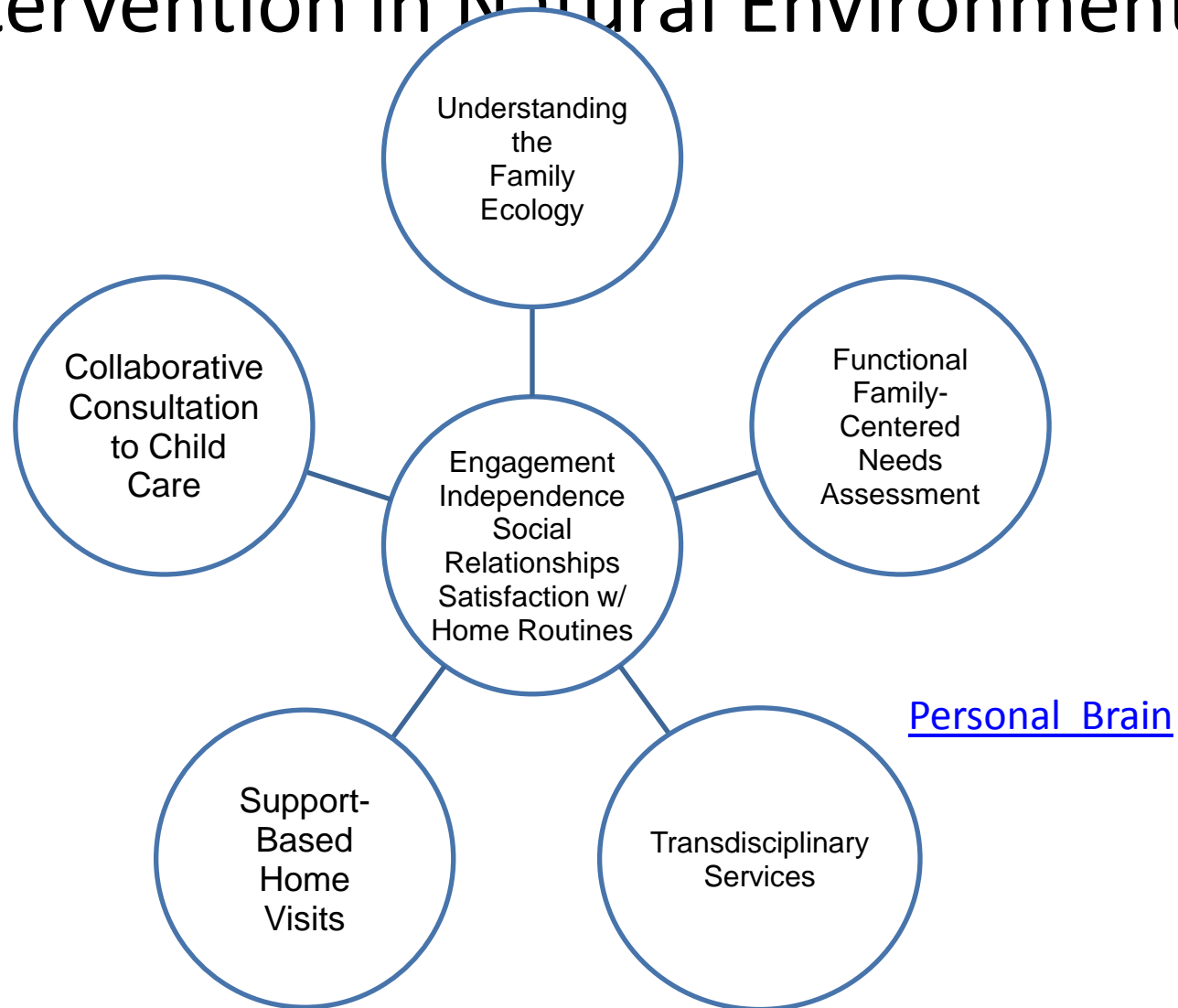
RBI Certification
Institute, Chattanooga,
July 18, 2011

LEAD/Memphis Delta
Memphis
September 28, 2011

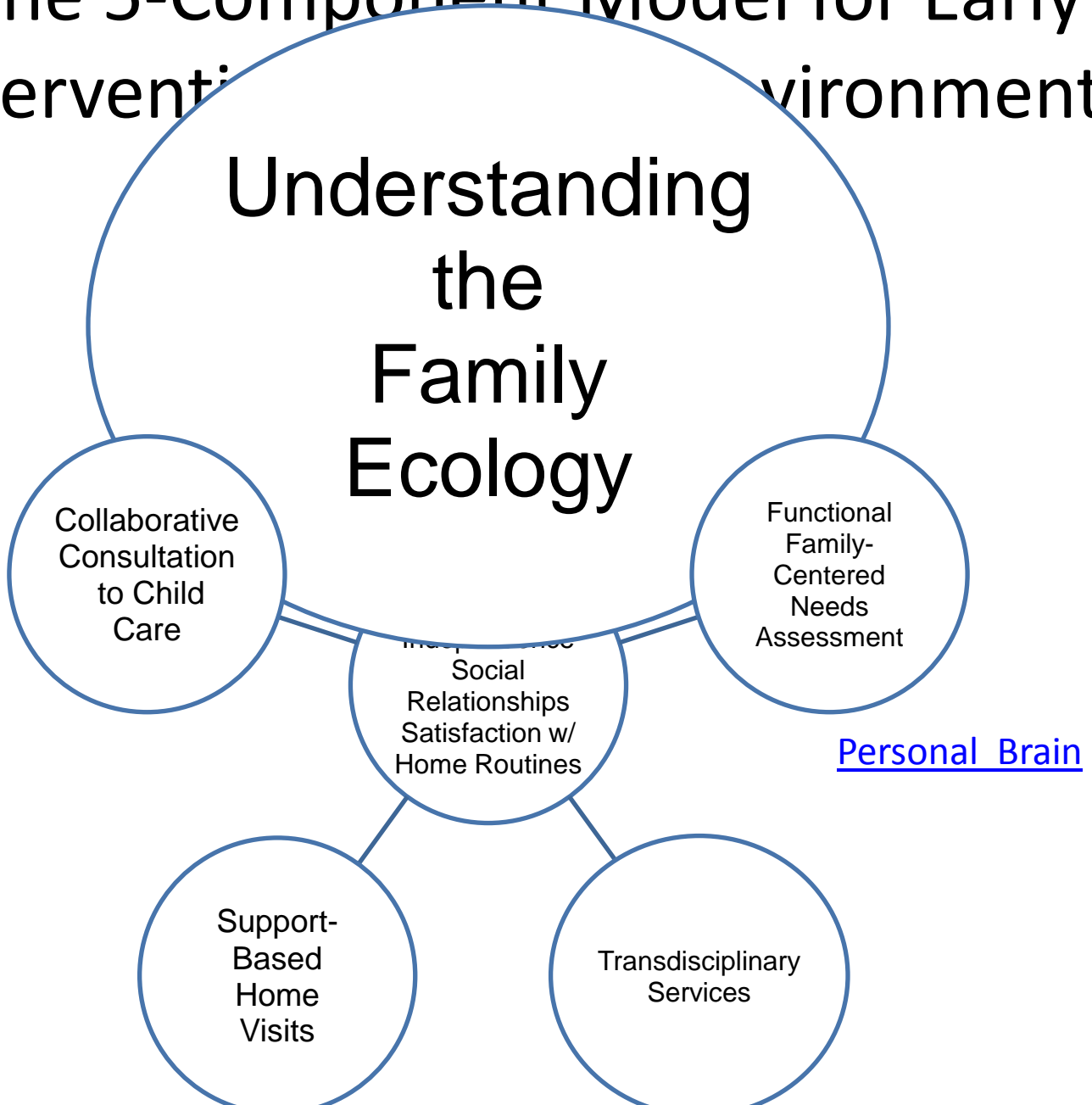
Outline

- Review team goals
- RBI demonstration
- Implementation options
- Implications for service delivery, including service decisions
- Tomorrow
 - Collaborative consultation to child care
 - Implementation steps to address goals, including revisions to goals

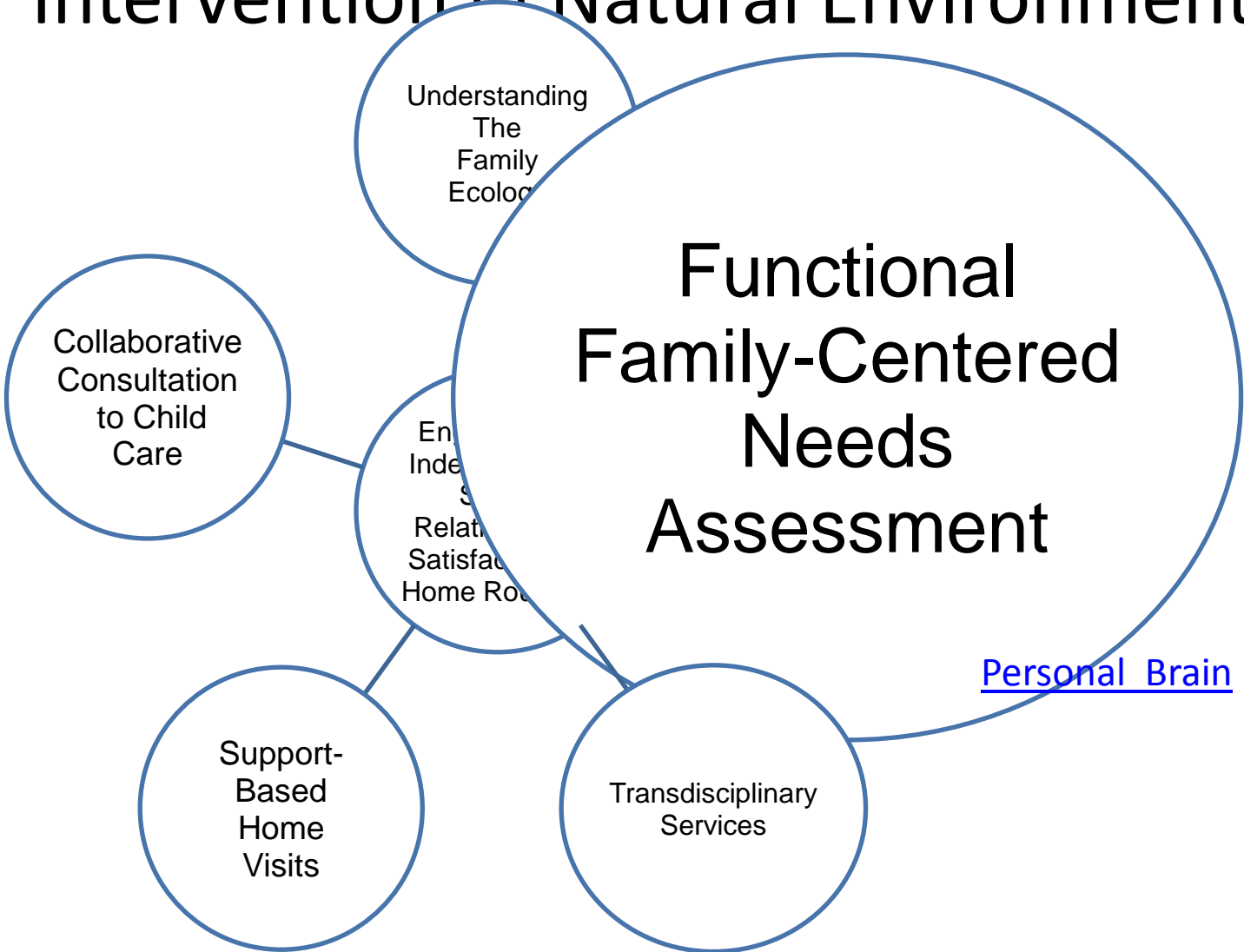
The 5-Component Model for Early Intervention in Natural Environments



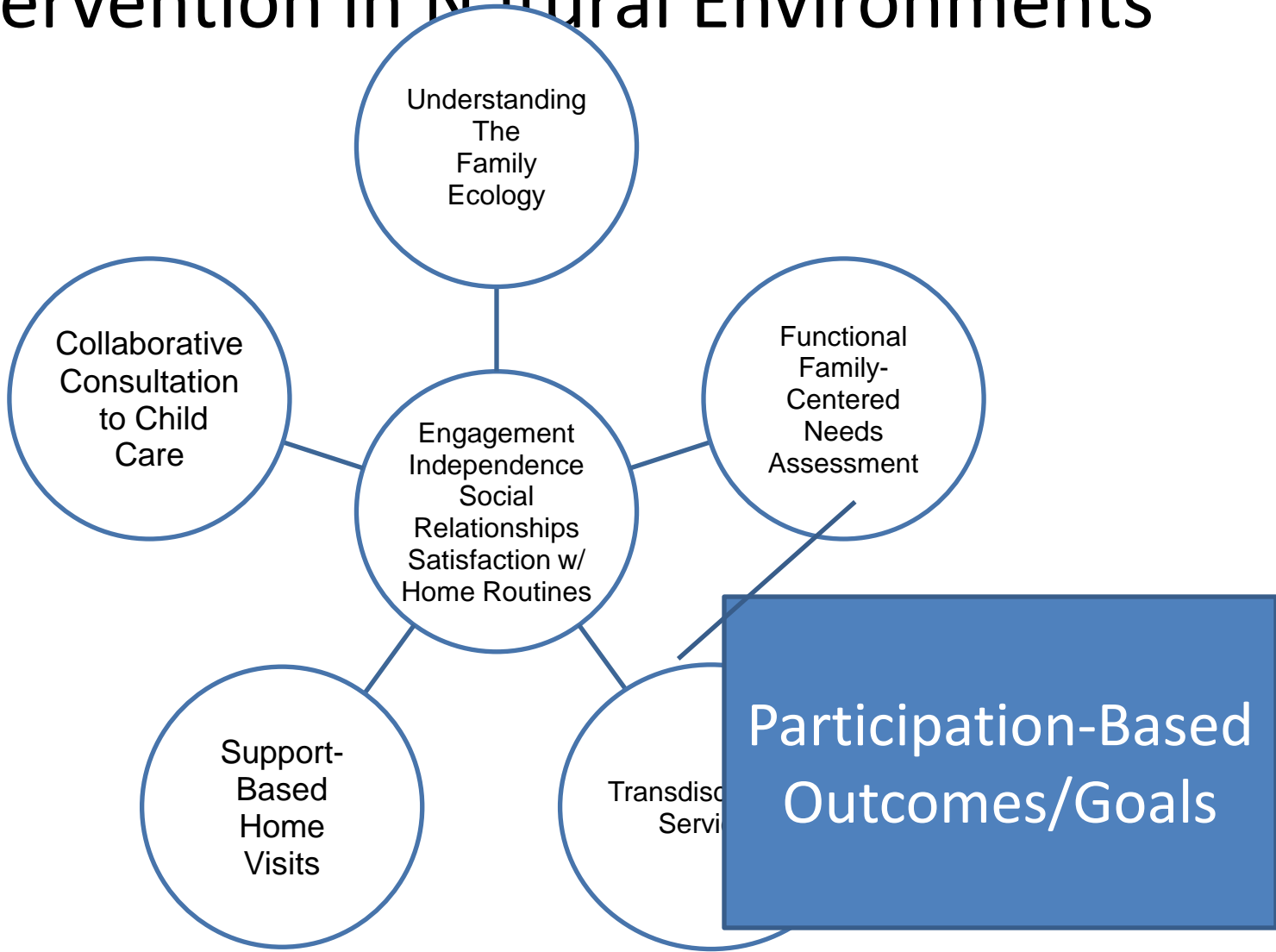
The 5-Component Model for Early Intervention in Home Environments



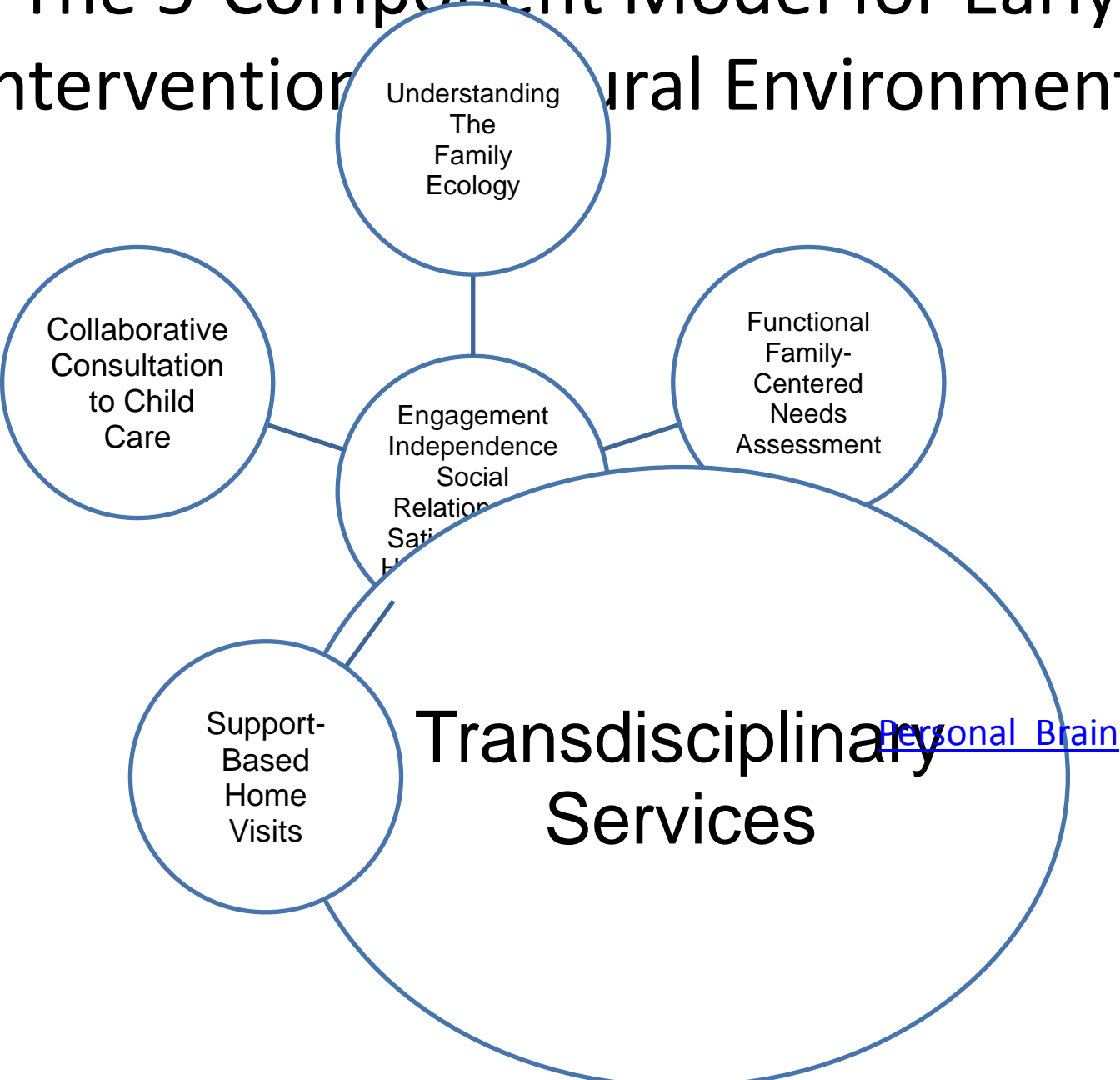
The 5-Component Model for Early Intervention in Natural Environments



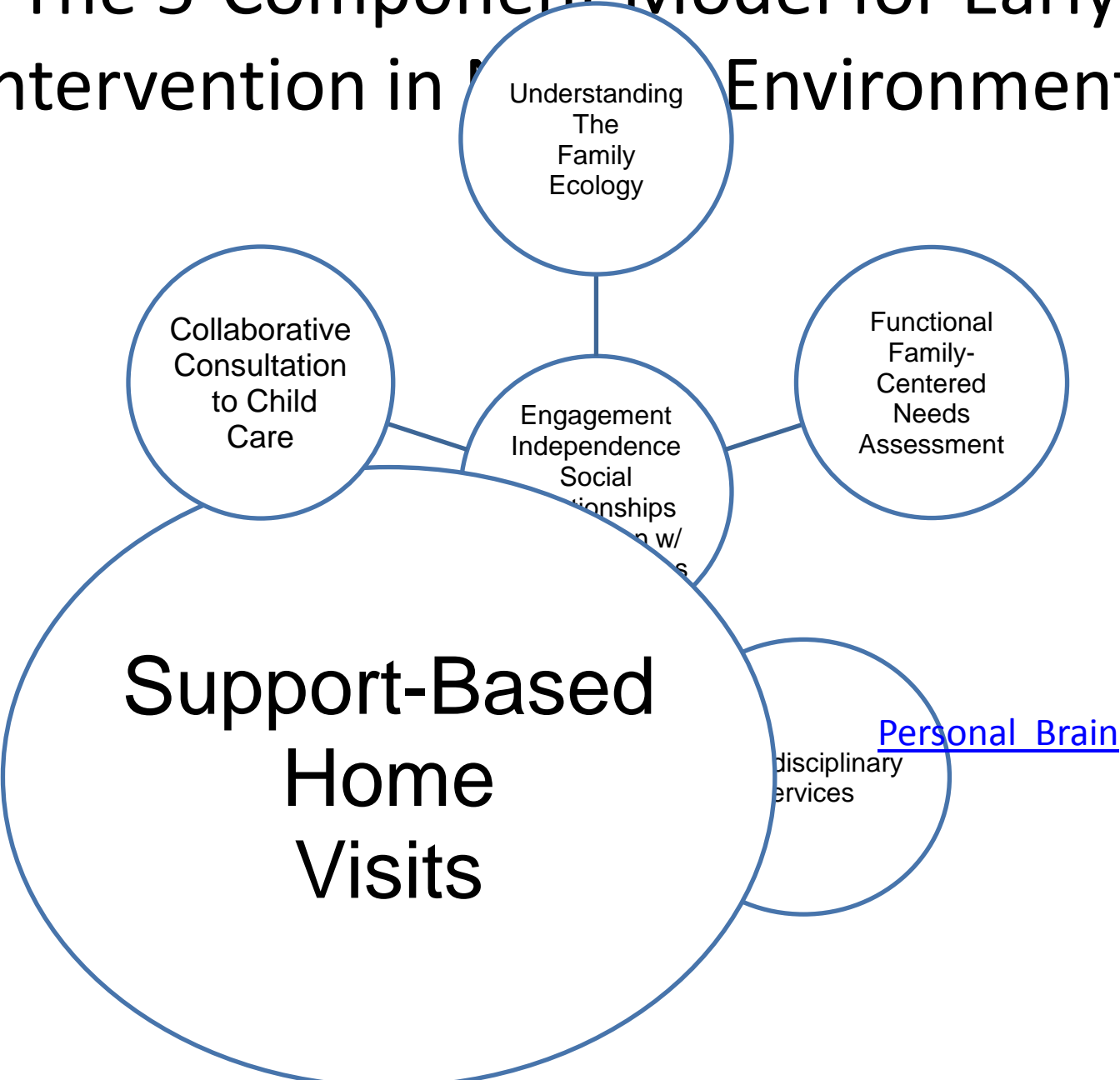
The 5-Component Model for Early Intervention in Natural Environments



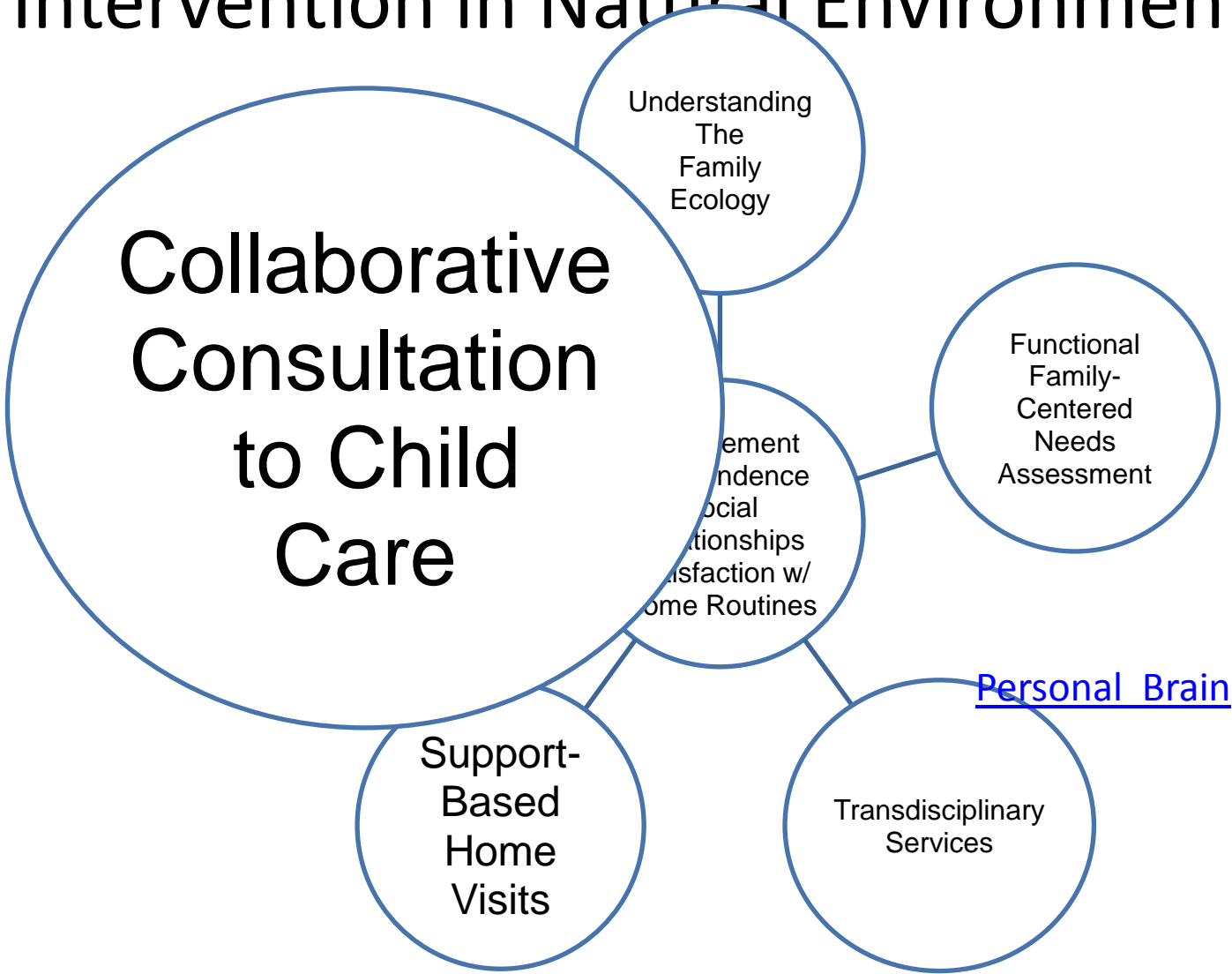
The 5-Component Model for Early Intervention Cultural Environments

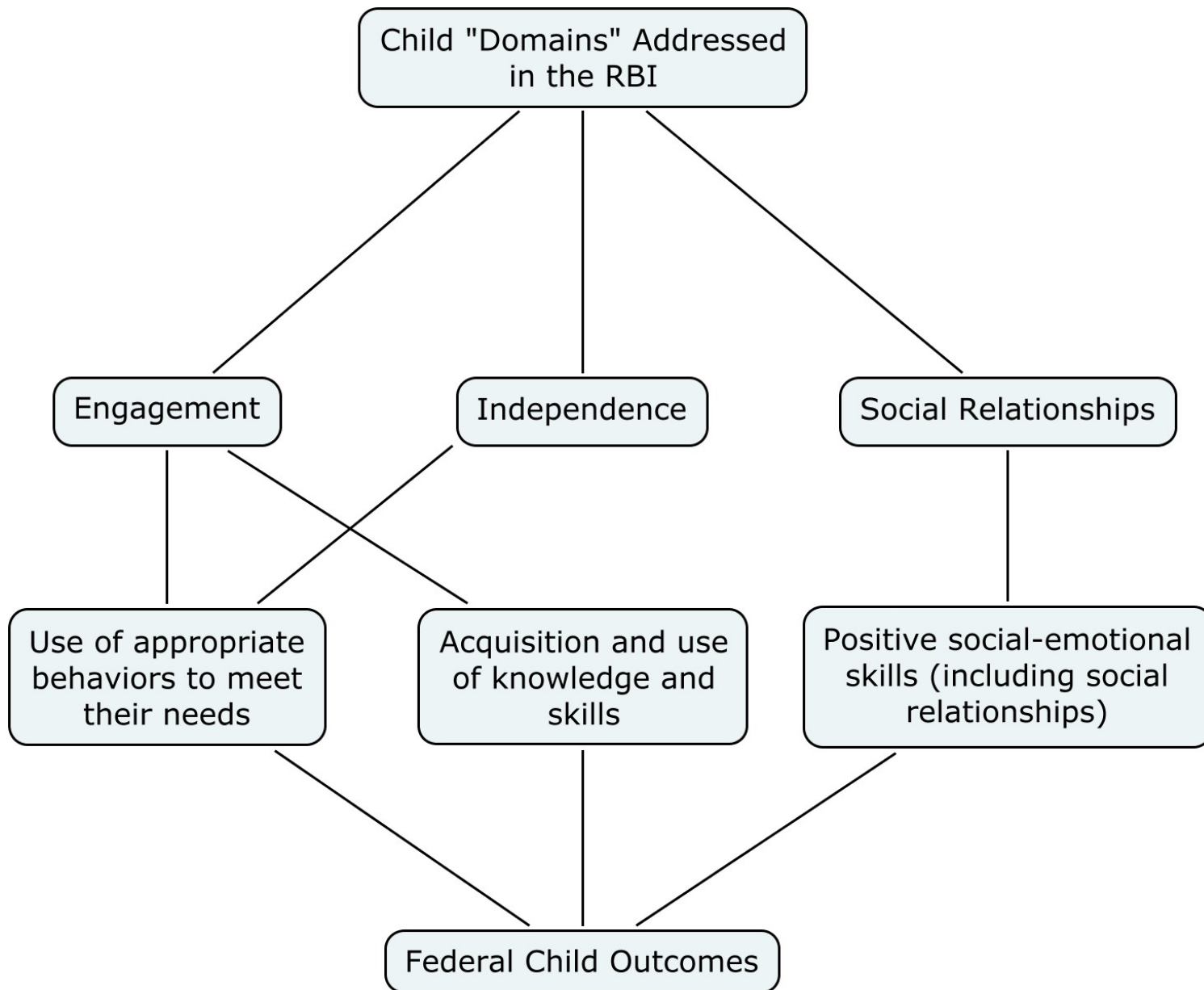


The 5-Component Model for Early Intervention in Home Environments



The 5-Component Model for Early Intervention in Natural Environments





Functional Assessment

- Do you conduct RBIs?
- Do you find out how families function in routines?
- Do you know about detailed child functioning during routines?
- By the end of the initial IFSP meeting, do you know a family's top 10 priorities, in order, for helping themselves and their child?

Need for Routines-Based Assessment

- Somehow, we've overlooked assessment of **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

3 Purposes of RBI

1. Establish positive relationship with the family
2. Rich and thick description of functioning
3. List of functional, family-centered outcomes

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 the 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 up
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")

Engagement

- How does the child participate in this routine?
- How does the child spend most of his or her time?
- How sophisticated is the child's engagement?
 - Nonengaged?
 - Passive attention?
 - Repetitive behavior?
 - Differentiated behavior?
 - Solving problems?
 - Following the conventions of the routine?

Independence

- What does the child do by him- or herself?
What does he or she need help with?
- Can the child be left to participate in this routine without assistance?
- How does the child indicate a need for help?
- How does the child respond when help is given?

Social Relationships

- How does the child communicate during this routine?
- How does he or she respond to communication from others?
- How does he or she express him- or herself?
- How sophisticated is the child's communication?
- What communicative mode does the child use?
- How easy is it for the child to be understood?

Social Relationships (cont.)

- How does the child get along with others during this routine?
- How cooperative is he or she?
- How much does he or she initiate interactions?
- How interested is he or she in others?
- How does he or she respond to correction from adults?
- What kind of correction do adults provide?

Follow-Up Questions

- Everything hinges on follow-up questions
 - Getting details of child functioning
 - Getting details of family functioning
 - Credibility demonstrated by salience of questions
 - Goal: Rich picture of routine

Observing the Demonstration

- Good, juicy questions
- Missed questions
- Nonverbal behaviors
- Implementation checklist
- RBI Outline

Taking Off Our Underpants

Debriefing

Secrets to good interviewing are revealed!

1. Take notes during this discussion.
2. Number the hints/tidbits/secrets discussed.

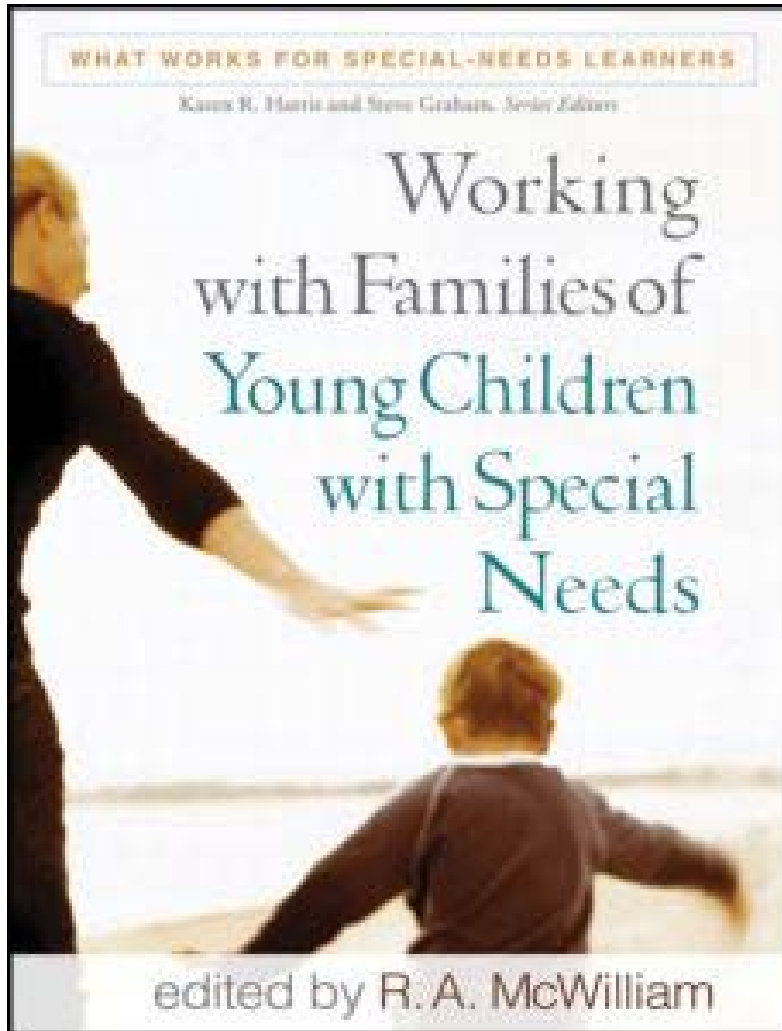
Critical Interview Behaviors

- Appropriately natural and informal;
- Put the parent at ease;
- Look the talking parent in the eye;
- Avoid the use of jargon;;
- Affirm what the parent is saying;
- express admiration for what parent does;
- Acknowledge or ask about feelings;
- Place papers being written on flat;
- Use “self-disclosure” or “therapeutic use of self”;
- Handle crying appropriately;

More Interview Behaviors

- Handle emotional topics sensitively;
- Don't engage in judgmental talk about the other parent;
- Jump to later routines, if necessary;
- Ask detailed questions at the beginning
- Keep structure of 6 questions *per routine*:
 1. What's everyone doing?
 2. What's this child doing?
 3. What's this child's engagement like?
 4. What's this child's independence like?
 5. What are this child's social relationships like?
 6. How satisfactory is this time of day)?

Critical Values



1. Interventions with children in everyday routines
2. A family-friendly manner
3. Concentrate on family quality of life

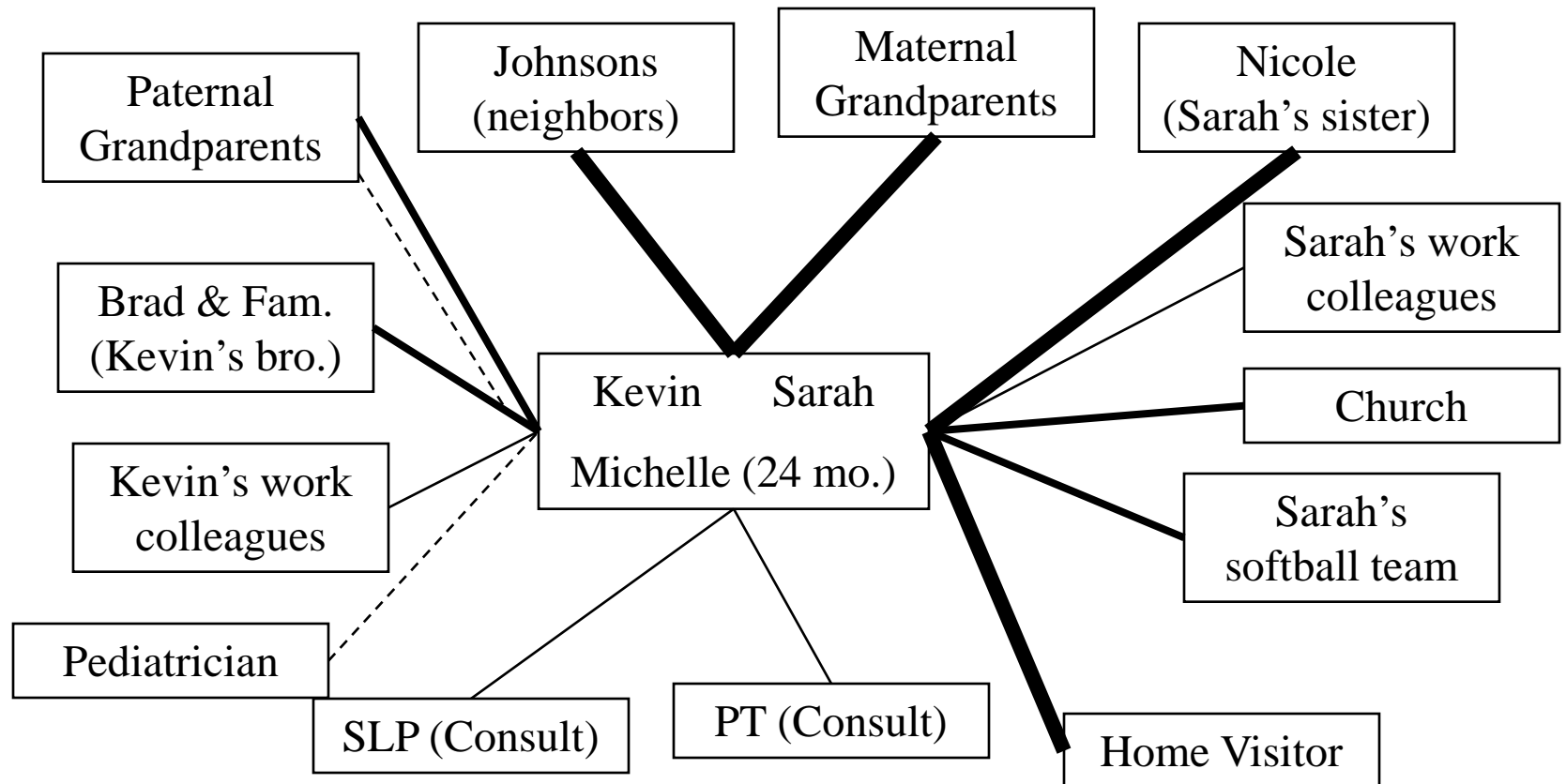
The Ecomap



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

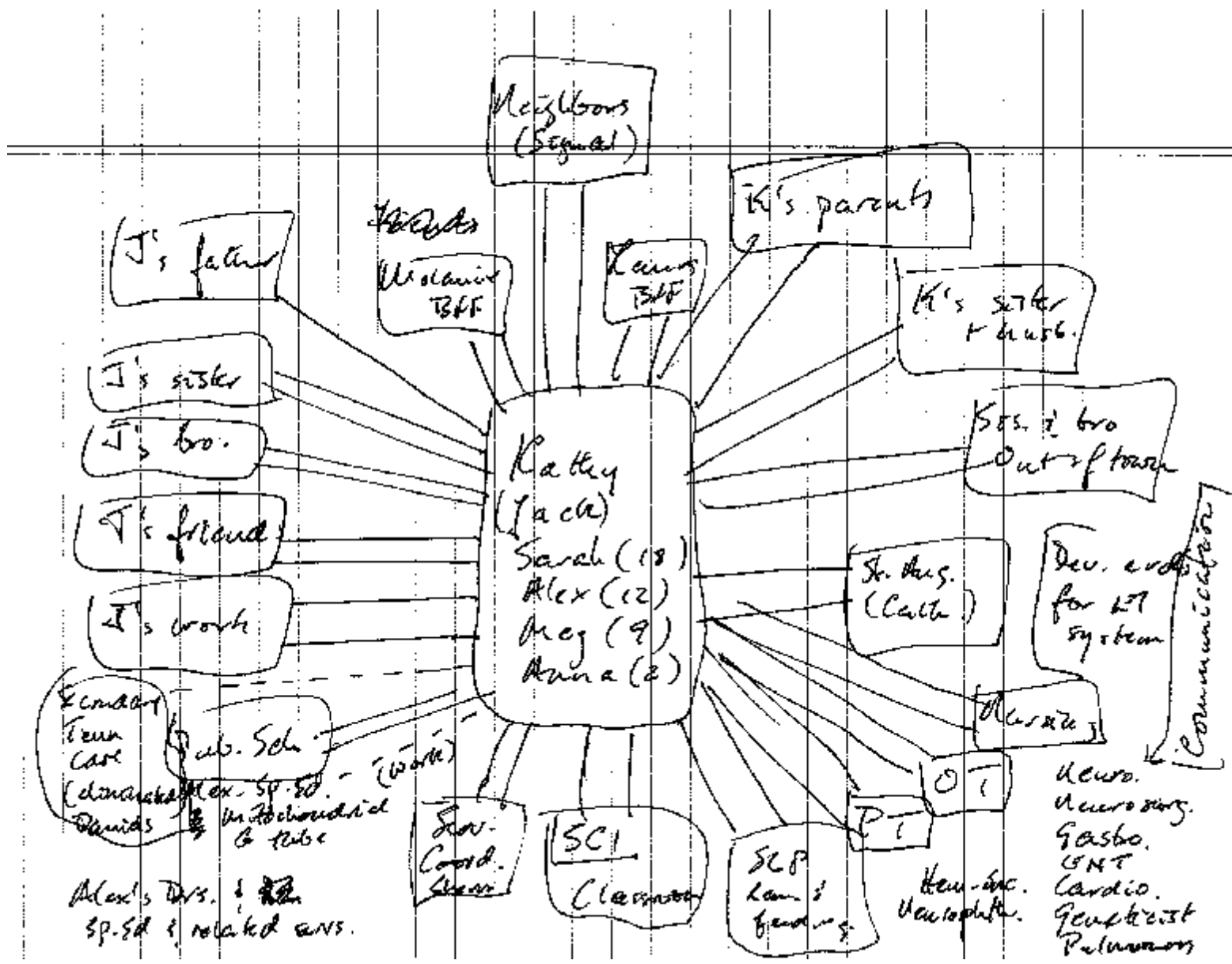


People About Whom to Ask

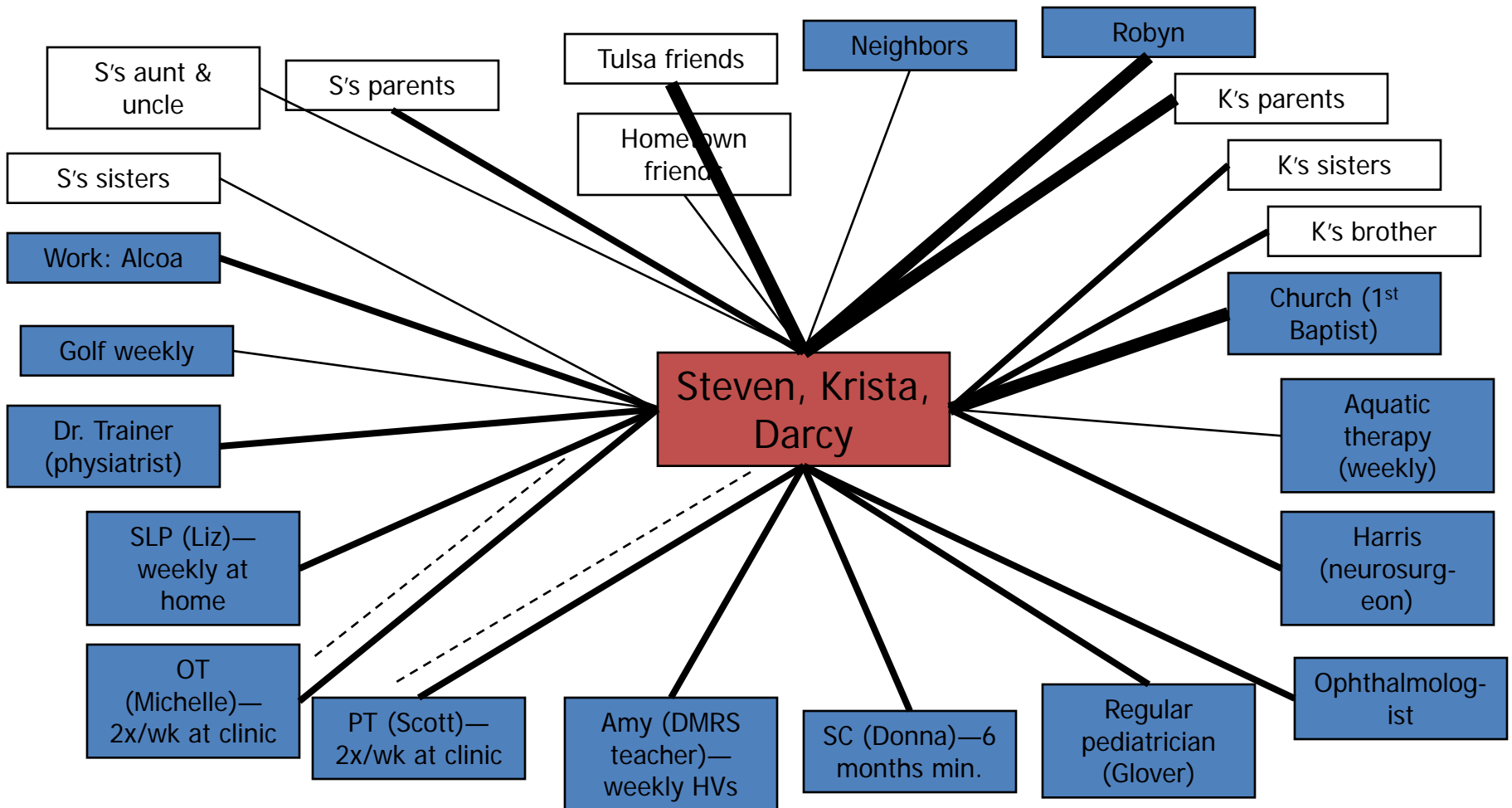
- Those living with the child
 - Do not ask, “Who is the child’s father?”
- Mother’s family
- Father’s family
- Neighbors and family friends
- Mother’s friends
- Father’s friends
- Worship friends
- Work friends
- Doctors
- Teachers
- Therapists
- Financial agencies

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)



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 the 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 up
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
enters
departure

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

Follow-Up Questions

- Everything hinges on follow-up questions
 - Getting details of child functioning
 - Getting details of family functioning
 - Credibility demonstrated by salience of questions
 - Goal: Rich picture of routine

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

Noting Concerns

- Write down, in short notes, important information
- Especially note concerns (mostly parents' but can be yours)
 - 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

Observing the Demonstration

- Good, juicy questions
- Missed questions
- Nonverbal behaviors
- Implementation checklist
- RBI Outline

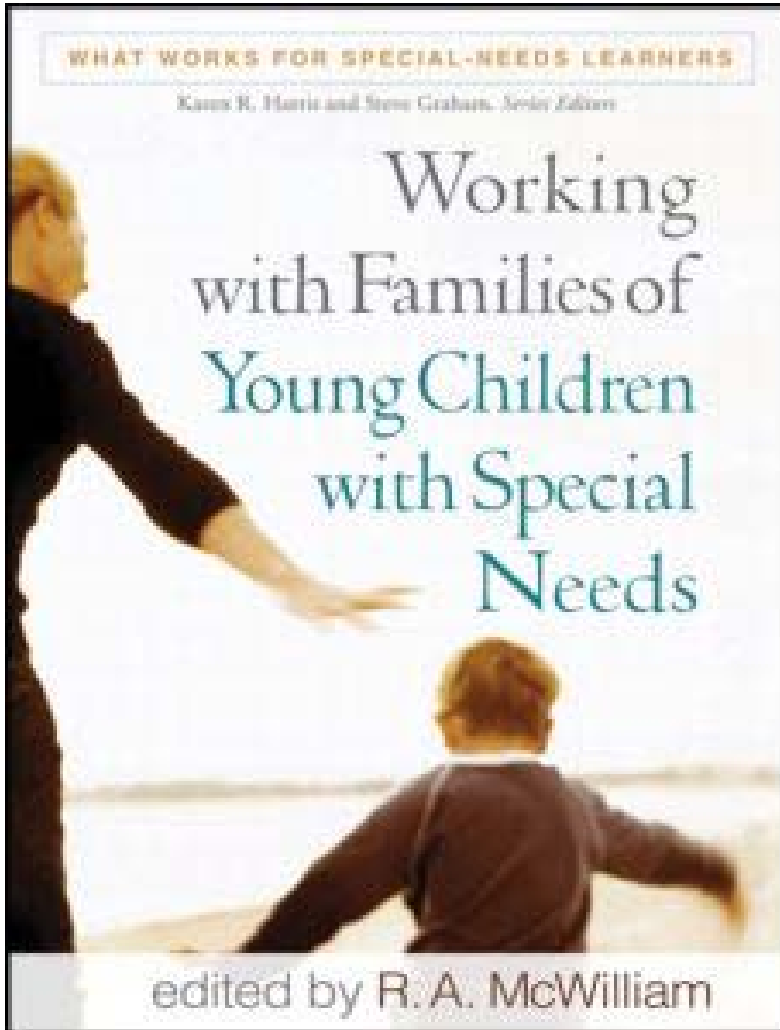
Critical Interview Behaviors

- Appropriately natural and informal;
- Put the parent at ease;
- Look the talking parent in the eye;
- Avoid the use of jargon;;
- Affirm what the parent is saying;
- express admiration for what parent does;
- Acknowledge or ask about feelings;
- Place papers being written on flat;
- Use “self-disclosure” or “therapeutic use of self”;
- Handle crying appropriately;

More Interview Behaviors

- Handle emotional topics sensitively;
 - Don't engage in judgmental talk about the other parent;
 - Jump to later routines, if necessary;
 - Ask detailed questions at the beginning
- Keep structure of 6 questions *per routine*:
 1. What's everyone doing?
 2. What's this child doing?
 3. What's this child's engagement like?
 4. What's this child's independence like?
 5. What are this child's social relationships like?
 6. How satisfactory is this time of day)?

Critical Values



1. Interventions with children in everyday routines
2. A family-friendly manner
3. Concentrate on family quality of life

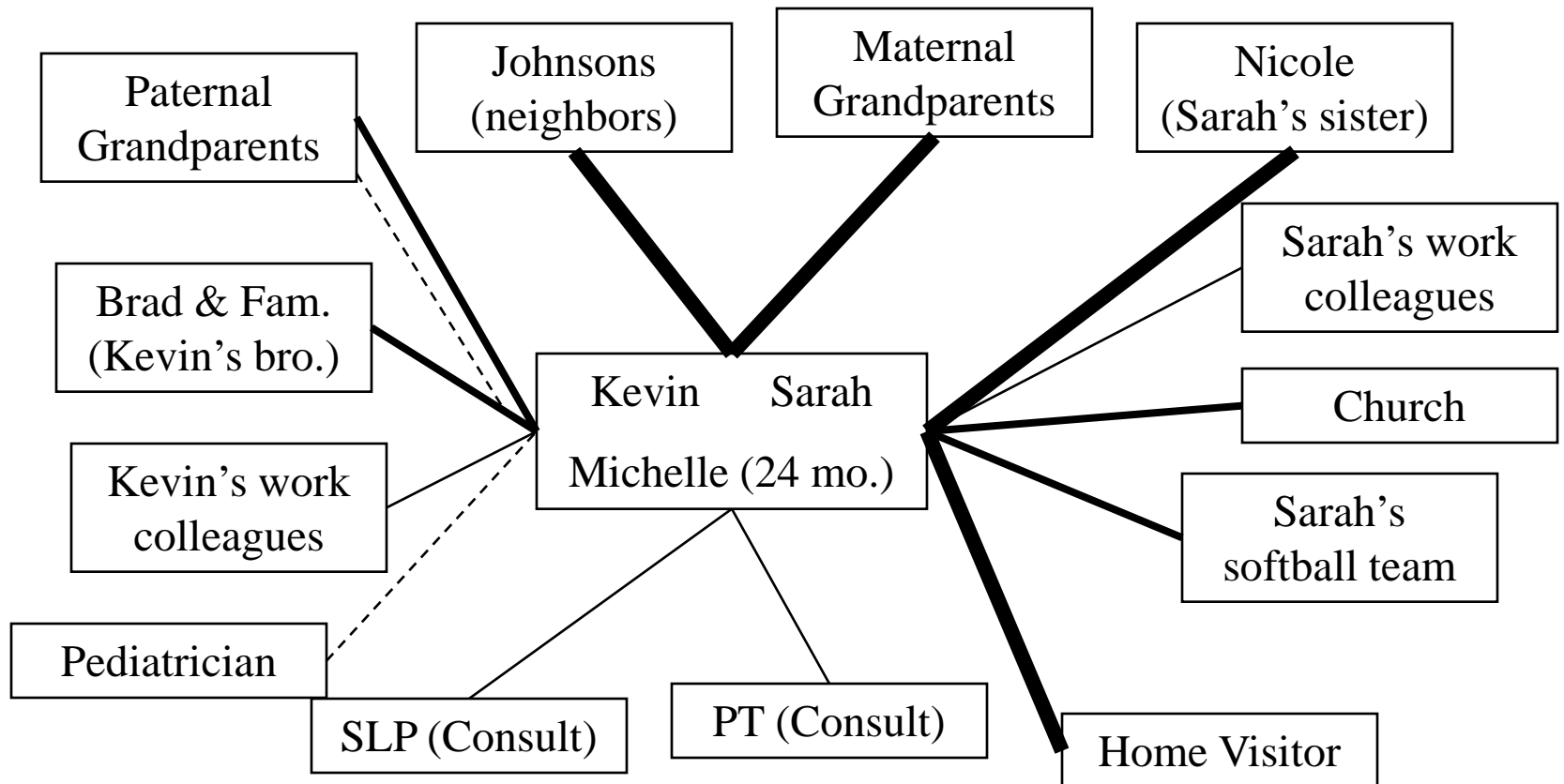
The Ecomap



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

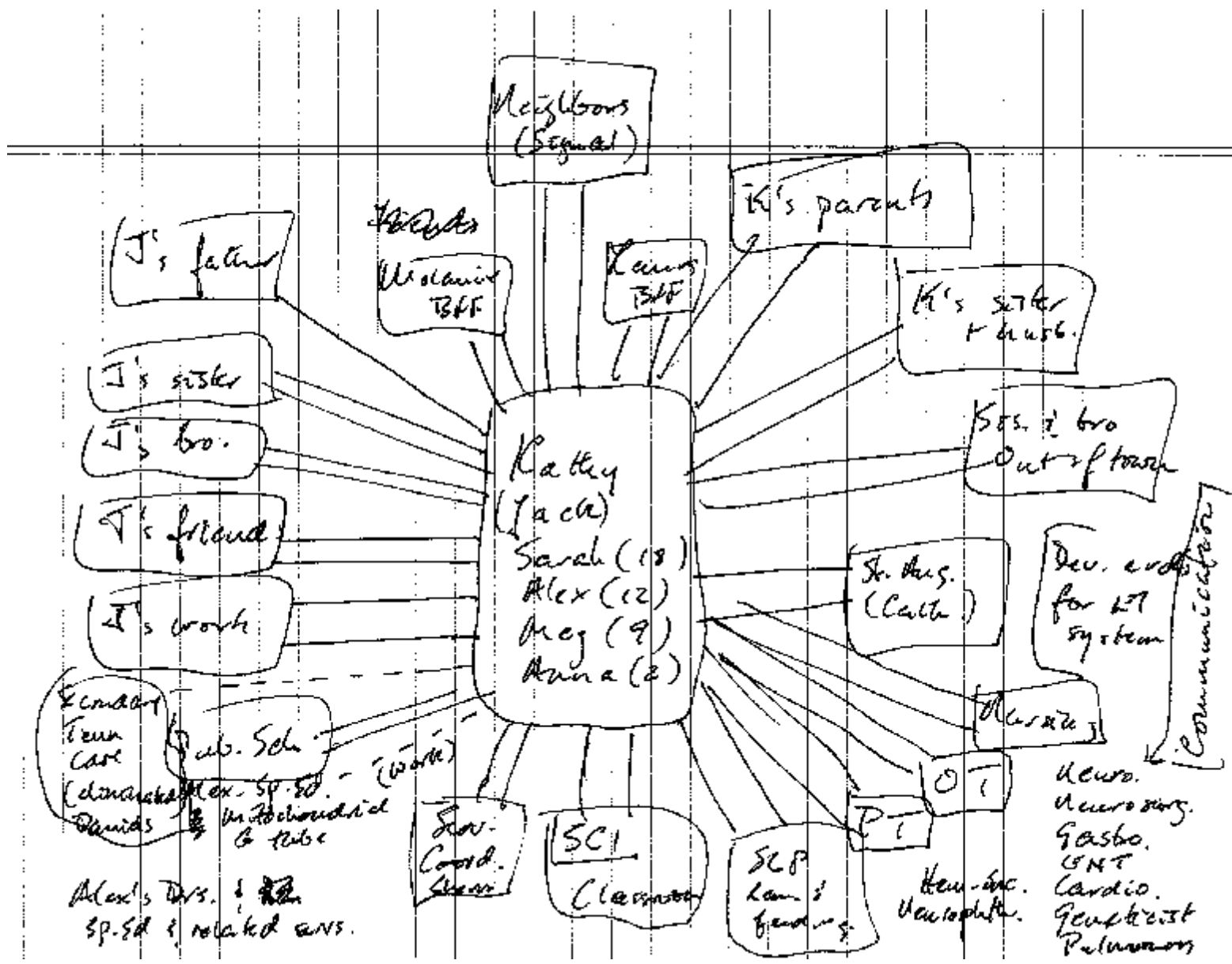


People About Whom to Ask

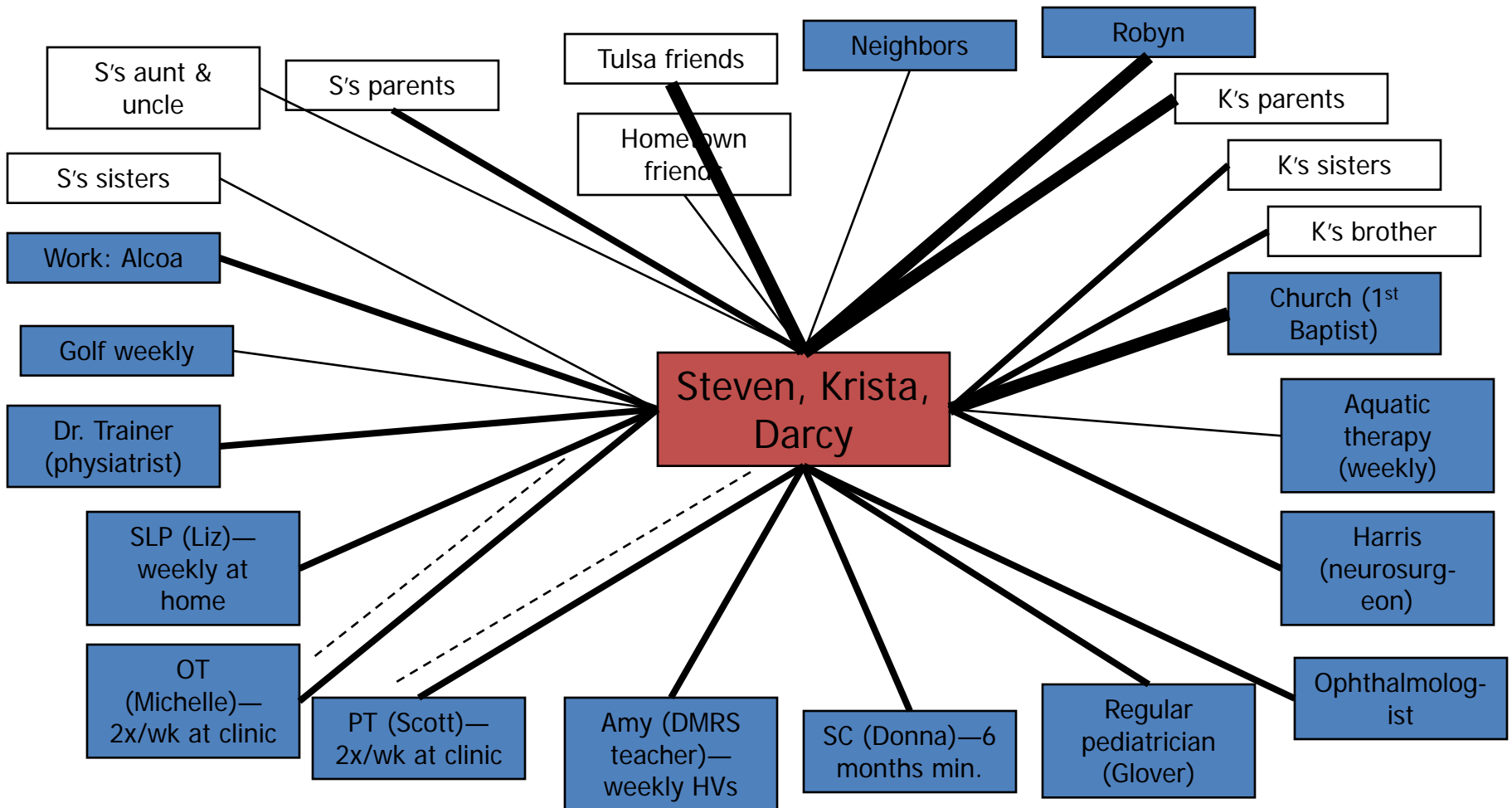
- Those living with the child
 - Do not ask, “Who is the child’s father?”
- Mother’s family
- Father’s family
- Neighbors and family friends
- Mother’s friends
- Father’s friends
- Worship friends
- Work friends
- Doctors
- Teachers
- Therapists
- Financial agencies

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)



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

Noting Concerns

- Write down, in short notes, important information
- Especially note concerns (mostly parents' but can be yours)
 - 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 concerns.
- The family selects 6-12 outcomes (goals)
- The family put outcomes into priority order

Kinds of Goals

- Child-level
 - Home context
 - Classroom context
- Child-related family goal
 - E.g., know about the child's disability
- Family-level
 - E.g., mother find employment

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?”

Research Results



“Are you just pissing and moaning, or can you verify what you’re saying with data?”

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



“Are you just pissing and moaning, or can you verify what you’re saying with data?”

Preliminary Study

- McWilliam, R. A., Casey, A. M., & Sims, J. (2009). The routines-based interview: A method for assessing needs and developing IFSPs. *Infants & Young Children, 22*, 224-233.

LET'S
PLAY
HOUSE!
I'M THE
MOM!

I'M
THE
BABY!

I'M
THE
DAYCARE
WORKER!

I'M THE
COLLEGE RESEARCHER
WHOSE STUDIES SHOW
THAT WHATEVER YOU
DO SCREWS UP
YOUR KID.



SIBK 4-24-01
WILKINSON