MILITARY FAMILIES
LEARNING NETWORK

VLE2: Opening Doors with Families Using the Routines-Based Interview

https://learn.extension.org/events/2651

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Robin McWilliam, PhD

- Experienced researcher, administrator, early interventionist, teacher, parent, and writer
- Developed the Routines-Based Model
- Research centers on infants and young children with and without disabilities with a focus on child engagement, service delivery models, and collaboration with families
- Provides consultation, training, and technical assistance related to providing early intervention in natural environments and the Engagement Classroom Model
Building Family Strengths and Resilience With the RBI

Robin McWilliam, University of Alabama
Exploring the RBI

Installing the RBI

Implementing the RBI

Perfecting the RBI
Exploring the RBI

Top signs you need the RBI
What is the RBI?
What does it do?
Why is it important
Top Signs You Need the RBI

- Uncertainty of family priorities for their child and family
- Limited family participation in IFSP/IEP development
- Ambiguous outcomes/goals
- Too few outcomes; too many goals
- Vague understanding of children’s natural learning opportunities
- Concerns about caregiver implementation of intervention strategies
What Is the RBI?

- Semi structured interview
  1. Ecomap
  2. Main concerns
  3. Daily routines (define)
  4. Time, worry, and change questions
  5. Recap
  6. Outcome selection

- Participation-based child outcomes + family outcomes
What Does It Do?

- Establish positive relationship with the family
- Rich and thick description of functioning
- List of functional, family-centered outcomes
Product

- IFSP outcomes; IEP goals
- Information for
  - Family Concerns and Priorities
  - Child’s Present Abilities
  - Family Strengths and Resources

What do you think you need to improve upon in the development of IFSPs? How much have you been attending to family needs through the IFSP?
Some RBI Questions

- What are your main concerns?
- How does your day begin?
- What does your child do?
- How much help does he need?
- What about talking and getting along with others?
- What is everyone else doing?
- How happy are you with this time of day?
- What happens next?
Can you verify that with...


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.
How the RBI Supports Family Resilience

Building Family Resilience

- Describing day
- Stating Needs/Aspirations
- Empowerment Resilience

Situating Professional to Support Family

- Building family capacity
- Support-based home visits
- Learning about family
RBI and Military-Family Resilience

- Family undergoing stressful situation feels supported
- Family experiencing big change has opportunity to plan new routines
- Helps families identify specific routines they want to change
- With routines-based home visits afterwards, helps family feel confident and competent
Need for Routines-Based Assessment

- Somehow, we have 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
Need for Routines-Based Assessment

- Outcomes/goals meaningful to the child’s caregivers
- To capitalize on learning opportunities, without embedding nonfunctional outcomes/outcomes
- To build on and promote family capacity and resilience, promoting strong families

TIME TO CHAT

What is the richest routine of the day? What time of day is the most common difficult routine? What classroom routines often lead to low engagement?
Link Between RBI and Service Delivery

Needs Assessment
- Functioning
- Routines
- Family needs

Intervention Plan
- Participation-based outcomes
- Context; generalization
- Family outcomes

Support to Families
- Meaningful child skills
- Intervention in everyday routines
- Family empowerment, enrichment
Installing the RBI

What’s involved with the RBI?
Who does what?
How does it work?
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
Various Professionals Who Might Be Involved

- Providers
- Others
- Evaluators
- Ongoing SC
- Intake SC
Logistics Questions

- Who should be there? Why?
- When should the RBI be done?
Implementing the RBI

What does it look like?

Where does it fit in?

How do we ensure it’s being done with fidelity?

Resources, tools, & training

Addressing misconceptions
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?
4. How well is this routine working for the child? (“goodness of fit”)

Home Routines
- Waking up
- Changing diaper/bathroom
- Going to kitchen
- Breakfast
- Parent getting dressed
- Going out
- In shops
- Lunch
- Going to park
- Other family members coming home
- Dinner preparation
- Dinner
- Bath
- TV
- Bedtime

“Classroom” Routines
- Arrival
- Circle
- Free play
- Snack
- Small toys
- Centers
- Outside
- Music
- Story
- Lunch
- Nap
- Centers
- Departure
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?
  - Not engaged?
  - Passive attention?
  - Repetitive behavior?
  - Differentiated behavior?
  - Solving problems?
  - Following the conventions of the routine?
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?
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

TIME TO CHAT

What makes an interview simple? What makes one more challenging?
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 10-12 outcomes (goals); 6 is absolute minimum
- The family put outcomes into priority order
1. Taking food by mouth (meals)
2. Meaningful communication single words (play, evening fam time)
3. Play independently not needing my attention – letting me leave the room without crying
4. Diaper time going easier – less fussing
5. Walking (play time, outings, outside)
6. Going on outings that are doable with our 5-year-old and Alyssa
7. Jason time to study for his promotion exam
8. Sarah time for herself (1x/week)
9. Organize days
10. Finding a good school at our next duty station
A Successful Interview

- Lasts 2 hours; absolute minimum 1 hour
- Produces 10-12 outcomes; absolute minimum 6 outcomes

TIME TO CHAT

How easy is it to add outcomes, if services don’t change? Do you always have at least one family goal?
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
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
- Respect cultural conversational norms
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?
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
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
  - One is manageable
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
Take-Home Message

- RBI best done between eligibility determination and IFSP completion
- …with primary service provider involved

But there are workarounds for everything!

What if the teacher wants certain goals on the IFSP?
Ensuring Fidelity

- Ecomap-With-RBI Checklist
- 85% correct
Resources, Tools, & Training

- Articles and chapters
- *Protocol*
- *RBI Outline*
- *EISR prompts*
- 115 certified trainers
- RBI Certification Institute
- Bootcamps
- Coming soon: Online RBI Fidelity Coach (Younggren)
Perfecting the RBI
Addressing Misconceptions

- Not for every family
- Intrusive
  - Worry and change questions
- New baby (assumption that there aren’t many routines or things the baby does)
- Articulation only concern
- Takes too long
- Can get the information in other ways
- Why do we need so many outcomes/goals?
- What if parents miss child needs?
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

TIME TO CHAT

What are the repercussions if we don’t address a certain need professionals have identified?
“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?”
How to Face Special Challenges

- Parents with mental-health needs
- Parents with intellectual disabilities
- Parents who don’t want to be in early intervention
- Talkative parents
- Monosyllabic parents
- Divergent thinkers
- Overbearing grandparents
- Children looked after by nanny or “foreign worker”
- Non-English-speaking parents
- Distractions
Contact

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What is one significant thing you learned today?
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https://www.linkedin.com/groups/8409844
VLE3: Rebuilding Attachments With Military Children Utilizing Play Therapy

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For more information on MFLN FD Early Intervention go to: https://blogs.extension.org/militaryfamilies/family-development/
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