Falling in Love During IFSP Development
The Routines-Based Interview

Robin McWilliam
Siskin Children's Institute
Chattanooga, TN
robin.mcwilliam@siskin.org
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Falling in Love During IFSP Development: The Routines-Based Interview

- Definition
- Routines
  - EISR
  - ICF-CY
  - MEISR
- Function & Participation
- Relationship Development
  - Worry & Change Questions
- Structure
  - Informal Style
    - Presentation
    - Video
    - Handouts
  - Follow up outside routines
    - What to take note of
- Outcomes Selection
  - Ethical Prompt
- Recap
  - Notes
  - Federal Outcomes
  - Handout
  - Discuss when RBI should occur
  - ID 3 surprises (prepare them)
- What will participants do?
- Resources
  - RBICI
  - List of certified trainers
  - Website
  - Written products

Satisfaction/Goodness of Fit
- Everyone Else
Should you ask a Question during Seminar?

Do you actually HAVE a question?

Yes

Are you sure it's not a dumb question or that the speaker already answered it?

I don't think so...

No

Do you really need to ask the question in public or could you follow up with him/her later?

Doesn't matter.

No

Are you the Seminar organizer asking a question because no one else is and the awkward silence is making everyone uncomfortable?

Yes

Thank God. Please ask the question and let's get out of here!

No

Ok, you have a legitimate question. Do you actually care about the answer?

No

Not really, I just want to show off.

Yes!

FINE, ASK YOUR QUESTION.
Why do we need the RBI?
Why do we need the RBI?

- Classroom programs
- Functionality of outcomes/goals
Functionality

- Meaningfulness of the skill
- Change the family wants
- Participation
- Domains are a poor organizing framework
- Routines are a good one
Agenda
- Ecomap
- Style
- Structure
- Content
- Outcomes/goals
- Resources
How the Workshop Will Go

- Mostly lecture and large-group discussion
- 2 small-group discussions
  - 1 on surprises
  - Make note of any information that's surprising to you
Understanding the Family Ecology

Ecomap

When?
Intake or before RBI?
Informal Outcomes for Darren and Family

1. Sitting independently at play time, dressing time, and bath time
2. Saying mama, dada, more, yes, and no
3. Time for Emily without children
4. Up and down stairs with hands held (back porch, church)
5. Finishing games like puzzles and the shape sorter, at hanging out times
6. Wave hi and bye to grandparents
7. Eating with fingers making only a little mess
8. Emily make a decision about going to college, back to work, or staying home
9. Date night once a month for Emily and Joe
10. Darren take off shoes
11. Charlie and Darren play nicely together at dinner prep and hanging out times
12. Emily or Joe spend time just with Charlie
When do you think we should conduct the initial RBI?
Think we should add additional RBI?

- Informal style
- Acknowledge feelings before facts
- Active listening
- Affect
- Nonaffection for nonjudgment

Relationship Development
From research:
- Positive
- Responsive
- Oriented to the whole family
- Friendly
- Sensitive

Worry and change questions
- Part of structure

RBI

- Relationship With Family
- Rorschach
- Thematic
- Description of Child, Family, Functioning
- List of 6-12 Functional, Meaningful Child & Family Outcomes
Style
Video
- Informal style
- Acknowledge feelings before facts
- Active listening
- Affect
- Nonaffect for nonjudgment
Relationship Development

From research:

• Positive
• Responsive
• Oriented to the whole family
• Friendly
• Sensitive
Sensitive

Worry and change questions
• Part of structure
Structure
Stages
Beginning
Routines
End
• Very important
• Very prone to error
• Very important
• Very prone to error

Routines
• Definition
• Everyone else
• Function and participation
• Satisfaction/goodness of fit
“A day is a long time.”
Child Functioning

Engagement

Independence

Social Relationships
Independence
Family Functioning

Family Quality of Life

FaQoL Factors
- Family Relationships
- Access to Information & Services
- Child Functioning
- Overall Life Situation

Satisfaction With Home Routines
FaQoL Factors

- Family Relationships
- Access to Information & Services
- Child Functioning
- Overall Life Situation
Satisfaction With Home Routines
Measure of Engagement, Independence, and Social Relationships (MEISR)

R. A. McWilliam and Naomi Younggren (2012)
Original: R. A. McWilliam and Shana Hornstein © 2007

This instrument has been designed to develop a profile of functional behaviors of a child from birth to 3 years of age, in home routines. It is to be completed by a caregiver who has observed the child often in the home, such as a parent—not by a professional with limited opportunity to observe home routines. The purposes of the MEISR are (a) to help families, as members of intervention teams, assess the child’s competence in everyday situations, which might help them decide on intervention priorities; (b) to help professionals ask families relevant questions about child functioning in home routines, such as when conducting a Routines-Based Interview; and (c) to monitor a child’s progress. Although it can be used to help ask relevant questions, it should not be used instead of the Routines-Based Interview, because many family needs, especially parent-level ones, are not listed on the MEISR.

Child’s name: ___________________________ Name of person completing this scale: ___________________________

Child’s DOB: ______________ Date: ___________________________ Relationship to child: ___________________________

Name and affiliation of professional working with the family: __________________________________________

City and state: ___________________________ Child ID: __________________________________________
## 1. Meal Times

<table>
<thead>
<tr>
<th>Activity</th>
<th>Starting age in months</th>
<th>Not yet</th>
<th>Sometimes</th>
<th>Often</th>
<th>Beyond this</th>
<th>Func</th>
<th>Dev</th>
<th>Out</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1. Makes transitions to and from mealtimes without becoming upset</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>3</td>
<td>S</td>
<td>S</td>
<td>S</td>
</tr>
<tr>
<td>1.2. When nursing or bottle feeding, sucks strongly enough</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>3</td>
<td>I</td>
<td>A</td>
<td>A</td>
</tr>
<tr>
<td>1.3. Drinks appropriate amount from bottle or when nursing</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>3</td>
<td>I</td>
<td>A</td>
<td>A</td>
</tr>
<tr>
<td>1.4. Swallows</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>3</td>
<td>I</td>
<td>A, M</td>
<td>A</td>
</tr>
<tr>
<td>1.5. Feeding schedule is consistent (e.g., every 3-4 hours)</td>
<td>3</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>3</td>
<td>I</td>
<td>A</td>
<td>A</td>
</tr>
<tr>
<td>1.6. Sits in a high chair without slumping over</td>
<td>5</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>3</td>
<td>I</td>
<td>M</td>
<td>A</td>
</tr>
<tr>
<td>1.7. Tries to pick up small pieces of food such as cereal</td>
<td>5.5</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>3</td>
<td>I</td>
<td>M</td>
<td>A</td>
</tr>
<tr>
<td>1.8. Holds own bottle</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>5.5</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>3</td>
<td>I</td>
<td>M</td>
<td>A</td>
</tr>
<tr>
<td>1.9. Begins to eat solid food</td>
<td>6</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>3</td>
<td>I</td>
<td>A</td>
<td>A</td>
</tr>
<tr>
<td>1.10. Rakes foods with fingers</td>
<td>7</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>3</td>
<td>I</td>
<td>A, M</td>
<td>A</td>
</tr>
<tr>
<td>1.11. Eats without drooling</td>
<td>7</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>3</td>
<td>I</td>
<td>A, M</td>
<td>A</td>
</tr>
<tr>
<td>1.12. Feeds him- or herself with fingers</td>
<td>8</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>3</td>
<td>I</td>
<td>A</td>
<td>A</td>
</tr>
<tr>
<td>1.13. Chews food</td>
<td>8</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>3</td>
<td>I</td>
<td>A, M</td>
<td>A</td>
</tr>
<tr>
<td>1.14. Uses pincer grasp to pick up small pieces of food</td>
<td>10</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>3</td>
<td>I</td>
<td>A, M</td>
<td>A</td>
</tr>
<tr>
<td>1.15. Follow simple requests with gestures (e.g., <em>come here, throw it away</em>)</td>
<td>12</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>3</td>
<td>S</td>
<td>A, CM</td>
<td>K</td>
</tr>
<tr>
<td>1.16. Uses words or signs to ask for “eat” and “drink”</td>
<td>12</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>3</td>
<td>S</td>
<td>CM</td>
<td>A</td>
</tr>
<tr>
<td>1.17. Drinks from a sippy cup by him- or herself</td>
<td>12</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>3</td>
<td>I</td>
<td>A</td>
<td>A</td>
</tr>
<tr>
<td>1.18. Eats meals on a fairly regular schedule</td>
<td>12</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>3</td>
<td>E</td>
<td>A</td>
<td>A</td>
</tr>
<tr>
<td>1.19. Follows pointing and points to indicate food preference</td>
<td>12</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>3</td>
<td>I</td>
<td>CM</td>
<td>A</td>
</tr>
<tr>
<td>1.20. Says “no” meaningfully</td>
<td>13</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>3</td>
<td>I</td>
<td>A, CM</td>
<td>K</td>
</tr>
<tr>
<td>1.21. Uses a spoon with moderate success</td>
<td>15</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>3</td>
<td>I</td>
<td>M</td>
<td>A</td>
</tr>
<tr>
<td>1.22. Drinks from a cup without a lid by him- or herself</td>
<td>18</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>3</td>
<td>I</td>
<td>A</td>
<td>A</td>
</tr>
<tr>
<td>1.23. Uses a spoon independently</td>
<td>18</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>3</td>
<td>I</td>
<td>M</td>
<td>A</td>
</tr>
<tr>
<td>1.24. Drinks an appropriate amount from open cup at one time (i.e., with each sip)</td>
<td>18</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>3</td>
<td>I</td>
<td>A</td>
<td>A</td>
</tr>
</tbody>
</table>

\(^a\) Functional domain: E = engagement, I = independence, S = social relationships

\(^b\) Developmental domain: A = adaptive, CG = cognitive, CM = communication, M = motor, S = social

\(^c\) Outcomes: S = positive social relations, K = acquiring and using knowledge and skills, A = taking action to meet needs
Content

Notes
- Child-level needs
- Family-level needs
Notes

• Child-level needs
• Family-level needs
Outcome/Goal Selection
6-12 Outcomes
RBI With Recap
Blank page: "What would you like to work on?"
"Have a look at the notes"
"Let me see if there's anything else."
10-12 Outcomes!
What outcomes do families have directly related to the child?
Family Needs

- What do families need or want?
- What does this have to do with child development?
- I'm not a social worker!
• What do families need or want?
• What does this have to do with child development?
• I'm not a social worker!
Time Alone or With Someone in Particular

Why are we involved in this?
Are early interventionists working on family-level needs?
Tinsley will participate in waking up and play times by playing with objects the way they are intended to be played with.

We will know she can do this when she plays with an object appropriately for 1 minute, once at waking up and once at a play time on 5 consecutive days.
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We will know she can do this when she plays with an object appropriately for 1 minute, once at waking up and once at a play time on 5 consecutive days.
Resources
RBI Certification Institute

• 91 certified trainers from 22 states
• July 14-18, 2014, in Chattanooga, TN
• Write to Azusa.Dance@Siskin.org, to be notified when the request for applications is posted
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Siskin Center for Child and Family Research

The Siskin Center for Child and Family Research improves the quality of life for children of all abilities by conducting high-quality and important applied research, discovering effective and innovative methods of intervention with children and families, and discovering significant information about their development and functioning. The center's researchers will accomplish this mission by:

- Conducting research within the Institute, in the community and internationally
- Presenting and disseminating information locally, across the United States and overseas
- Conducting Routine-Based Certification Institutes
- Establishing international partnerships
- Participating in statewide advocacy and initiatives in Tennessee
- Strengthening university collaborations
- Participating in citywide or countywide early-childhood initiatives
- Using the Siskin Centers for Early Learning as applied-research settings
- Establishing local services based on supporting research

Learn more by reading our research brochure.

Contact the Center for Child and Family Research by calling 423.648.1792 or by e-mail.

www.siskin.org/research
Written Products

- Chapters describing the RBI in various books
- Dated, out-of-print--but still brilliant--book on the RBI
- Checklists for interviewing and note taking
- Vignettes for use in training
- Protocol with exact wording for beginning and end
- Example informal outcomes/goals from RBI
- Path showing
  - ecomap to
  - RBI notes to
  - informal outcomes list to
  - participation-based outcomes to
  - goal attainment scale.
Video

• 2.5-hour whole interview
• 35-minute edited instructional video
• Ancient 20-minute edited video (Edelman)
• YouTube clips