

Why do we need the RBI?

- Classroom programs
- Functionality of outcomes/goals

Ecomap

Style

Structure

See RBI Outline

Content

Outcome/Goal Selection

Resources

DEC Conference 2013
San Francisco, CA
Preconference Workshop

Falling in Love During IFSP Development
The Routines-Based Interview

ROBIN McWILLIAM
Siskin Children's Institute
Chattanooga, TN
robin.mcwilliam@siskin.org

Falling in Love During IFSP Development

The Routines-Based Interview

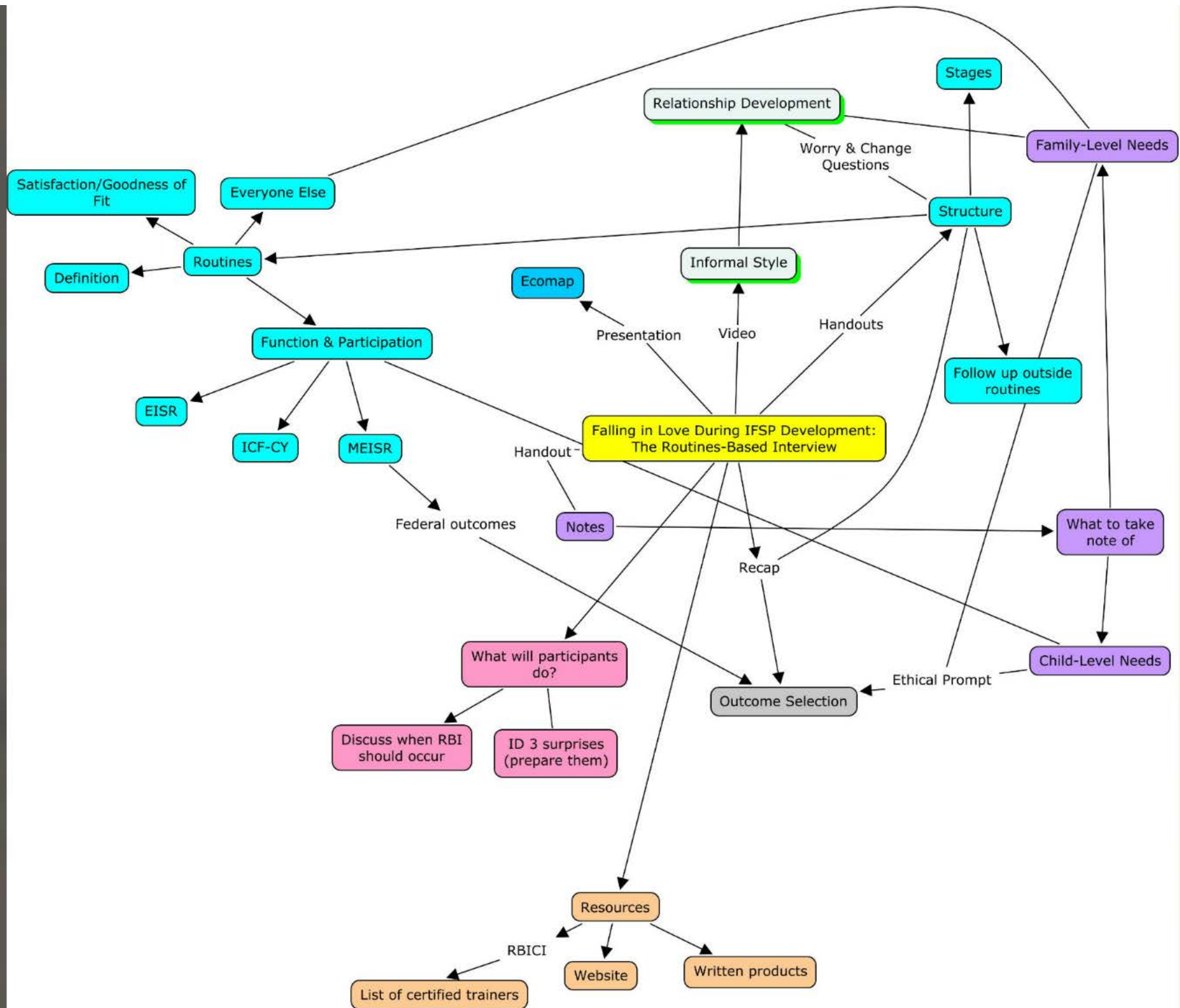
R_{OBIN} M_C W_{ILLIAM}

Siskin Children's Institute

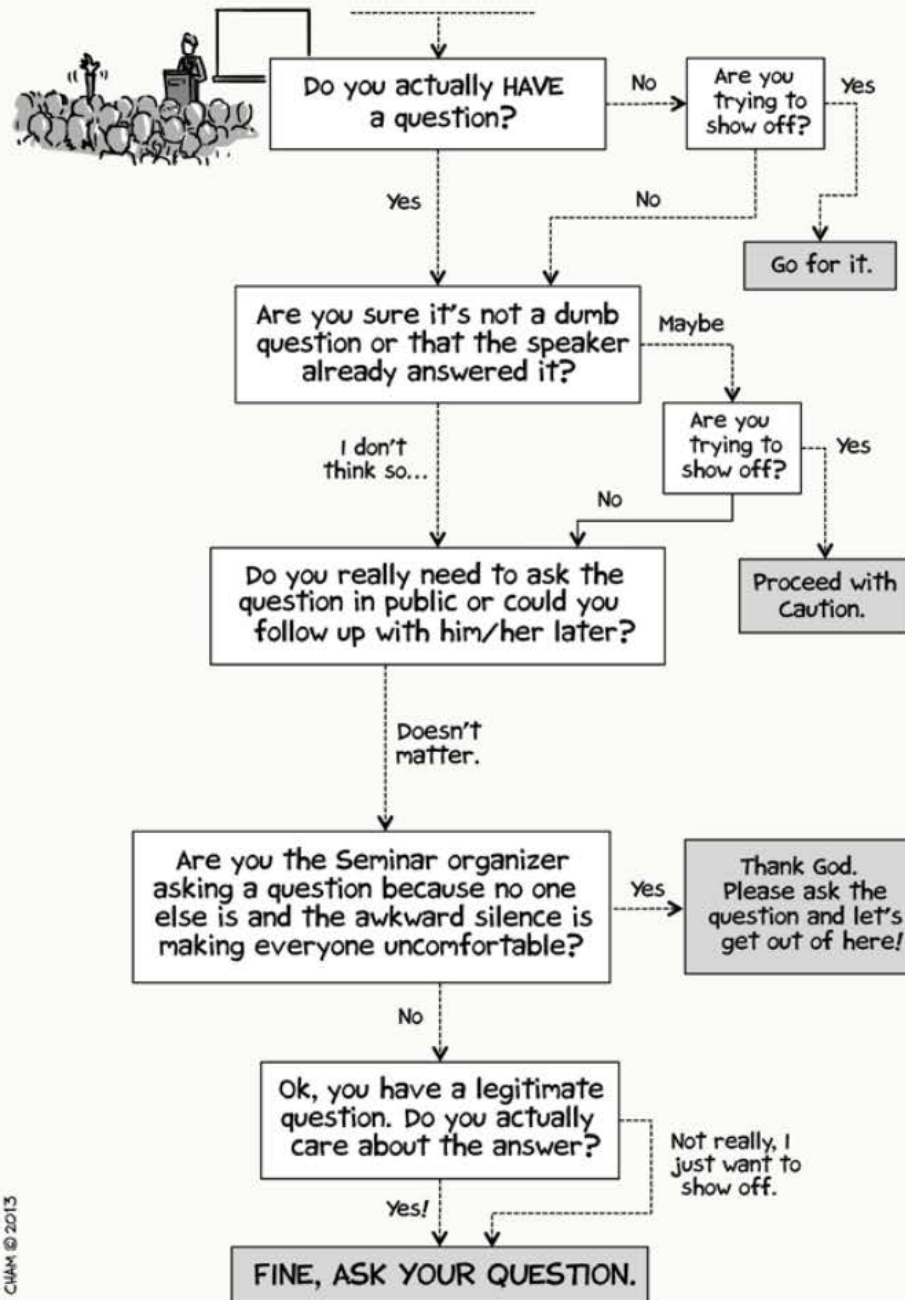


Chattanooga, TN

robin.mcwilliam@siskin.org



Should you ask a Question during Seminar?



Why do we need the RBI?

C1 program program

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

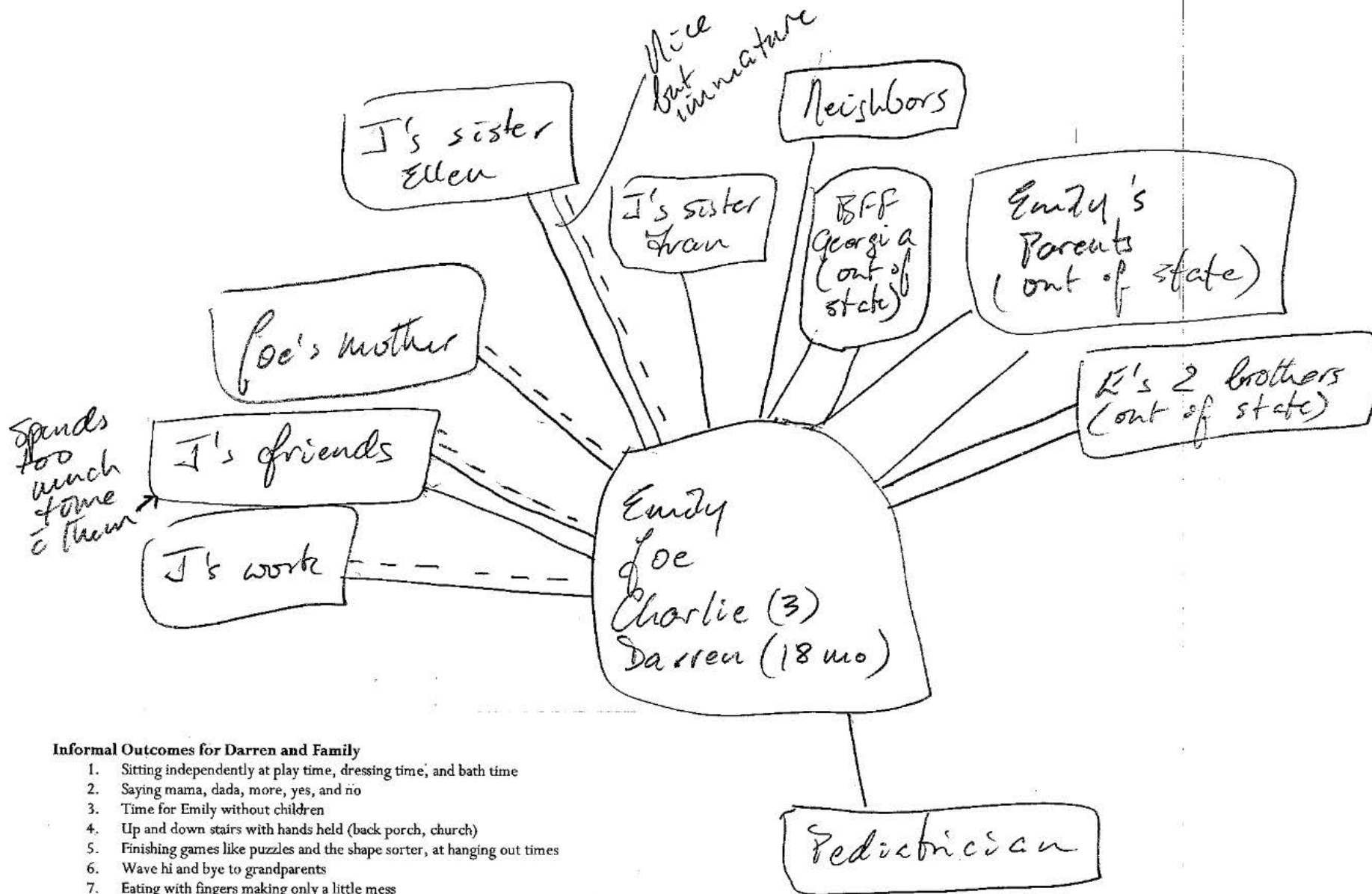
- Mostly lecture and large-group discussion
- 2 small-group discussions
 - 1 on surprises
 - Make note of any information that's surprising to you

Ecomap

Emily for Charles (9) Barren (18 ans)

- rice
- house
- heights
- family's parents (not of 1st gen)
- 2 brothers (not of 1st gen)
- Pediatrician
- I's work
- I's friends
- I's mother
- I's sister Karen
- I's sister Helen

Emily is a young girl who is 9 years old

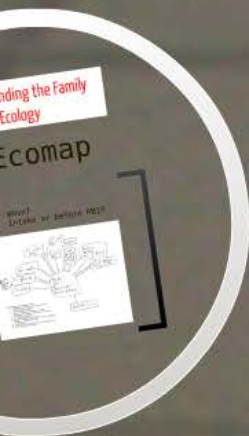


Informal Outcomes for Darren and Family

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?

map



Style

Video

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

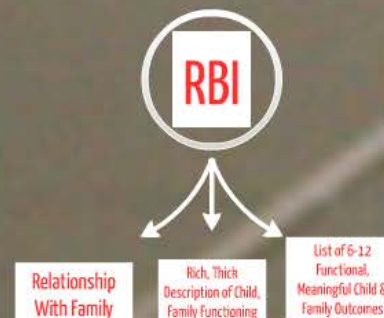
Relationship Development From research:

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

Worry and change questions

- Part of structure

think we should
tial RBI?



Style

video

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Relationship Development

From research:

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- Sensitive

Worry and change questions

- Part of structure



**Relationship
With Family**

**Rich, Thick
Description of Child,
Family Functioning**

**List of 6-12
Functional,
Meaningful Child &
Family Outcomes**

Structure

See DBI Outline

Structure

See RBI Outline

Stages

Beginning

Stages

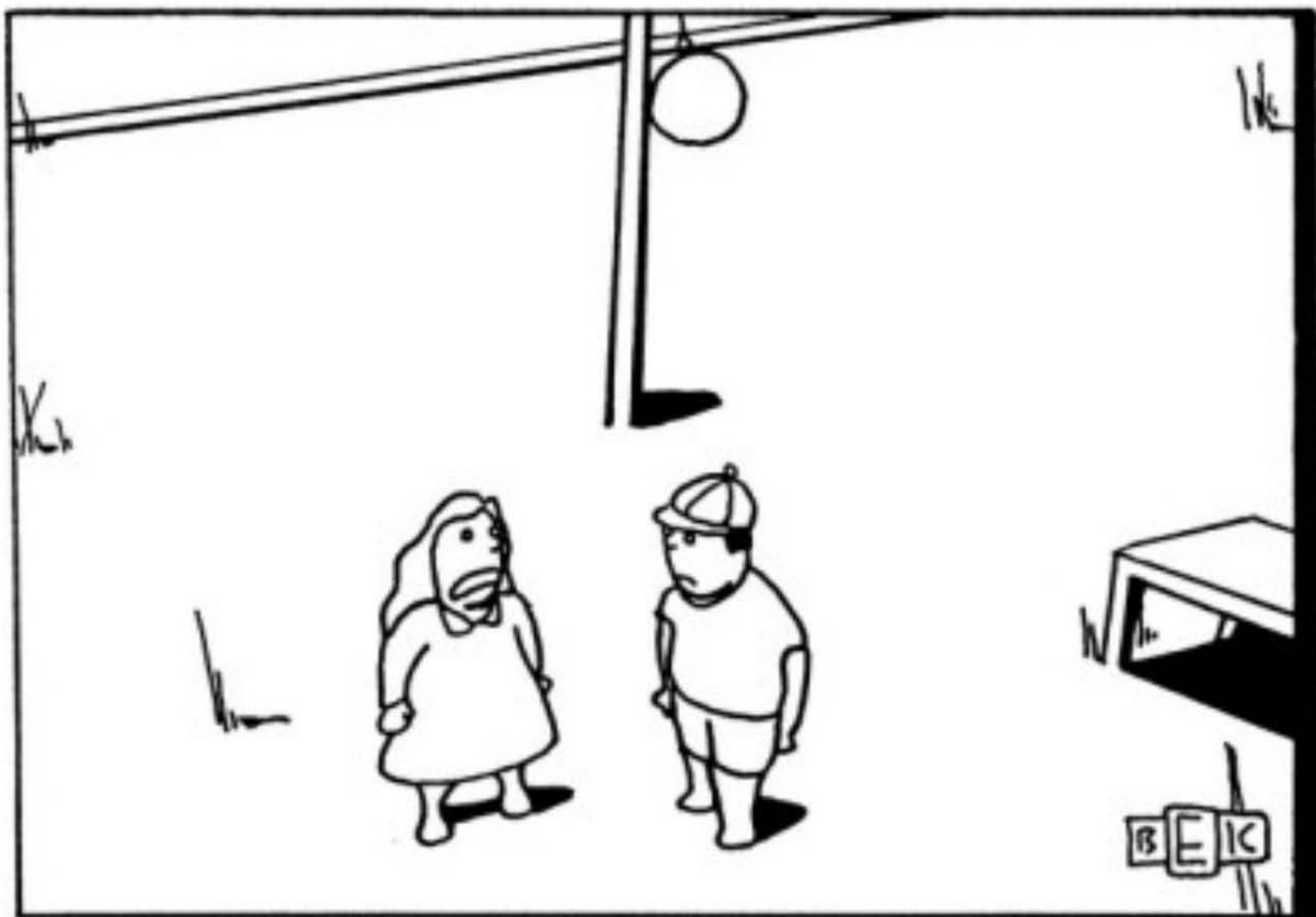
Beginning
Routines
End

- 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



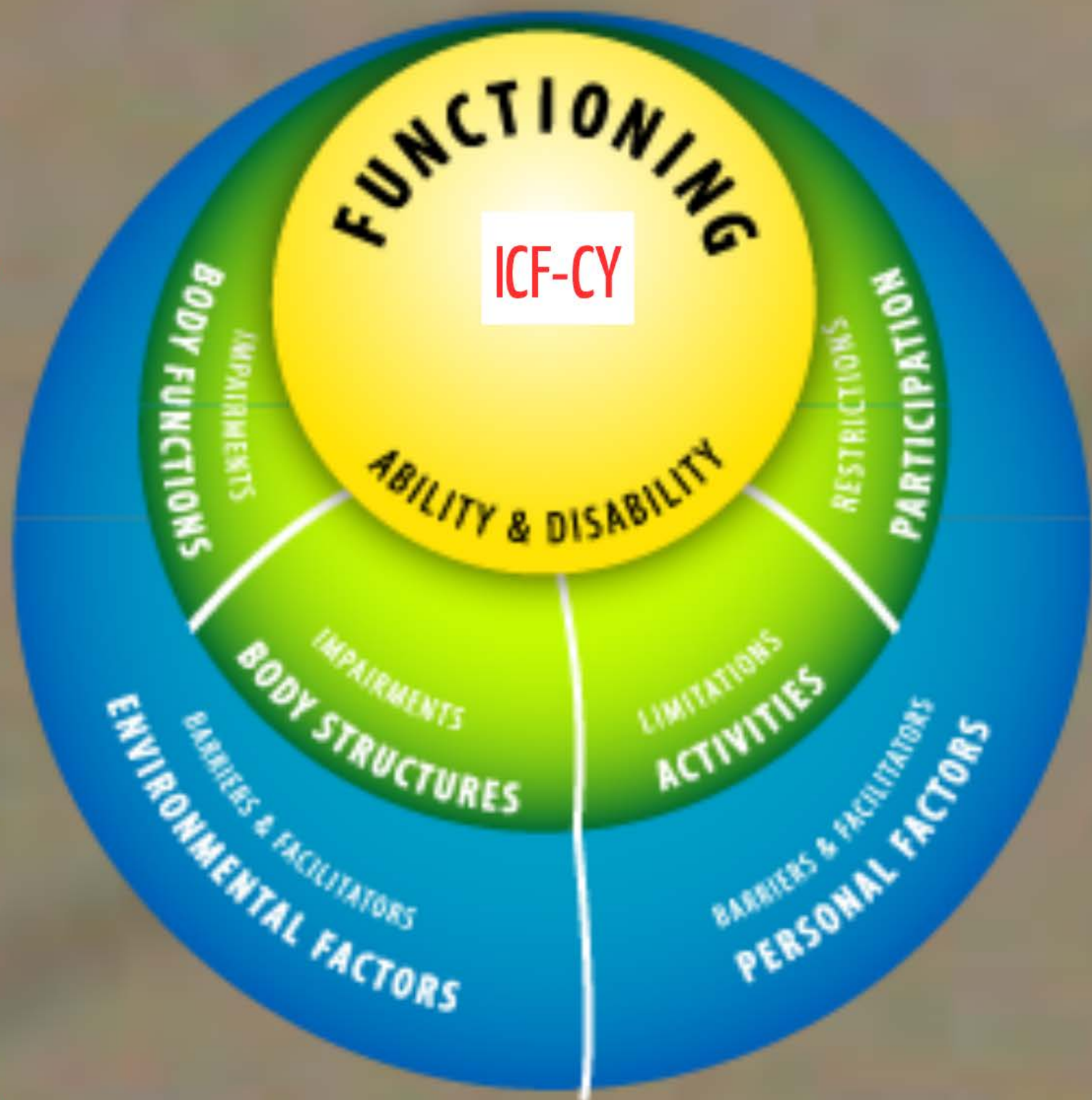
Engagement



Independence



Social Relationships



Family Functioning



Family Quality of Life

FaQoL Factors

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



Satisfaction With Home Routines



Family Quality of Life

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

^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

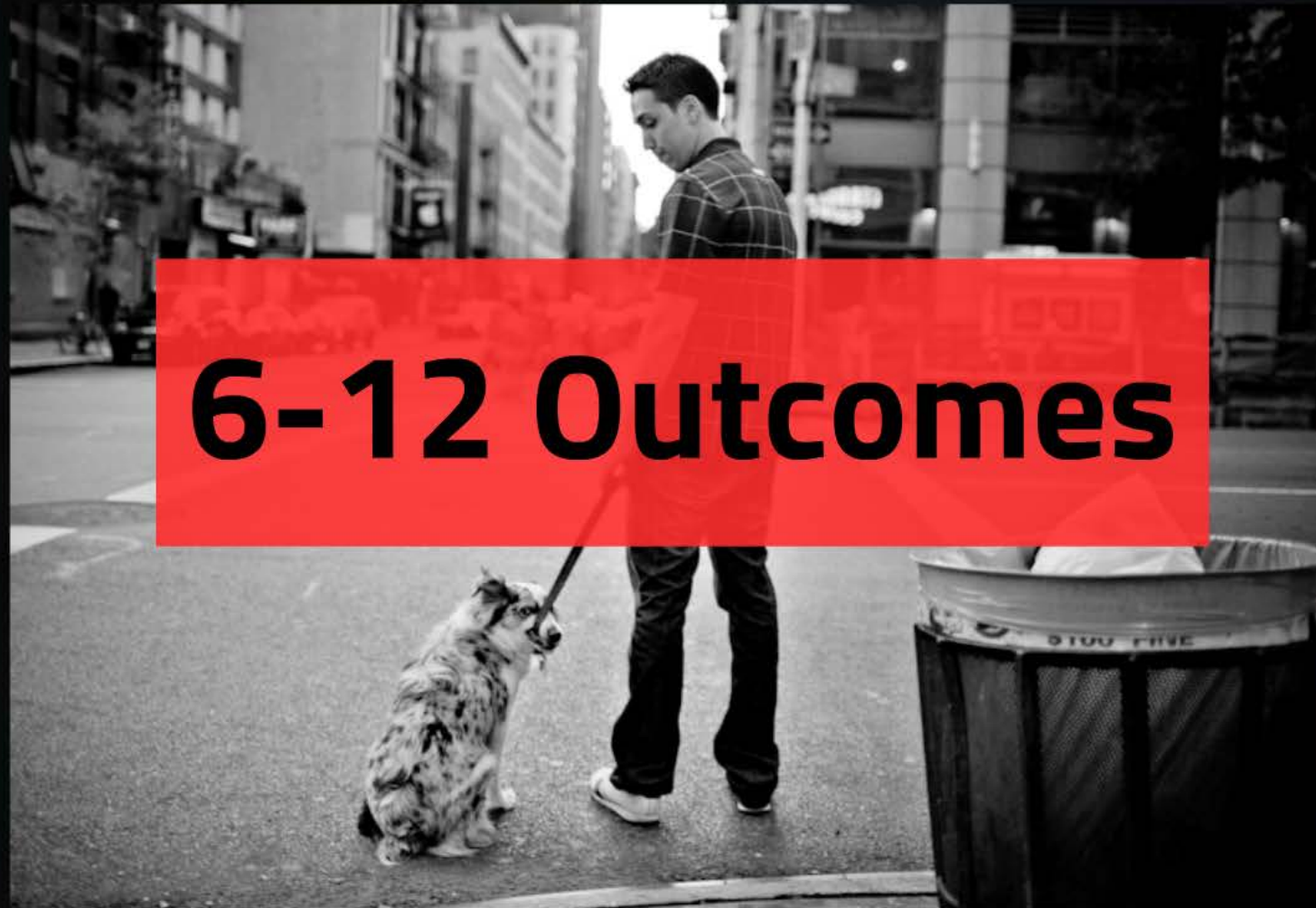


Notes

- Child-level needs
- Family-level needs

Outcome/Goal Selection

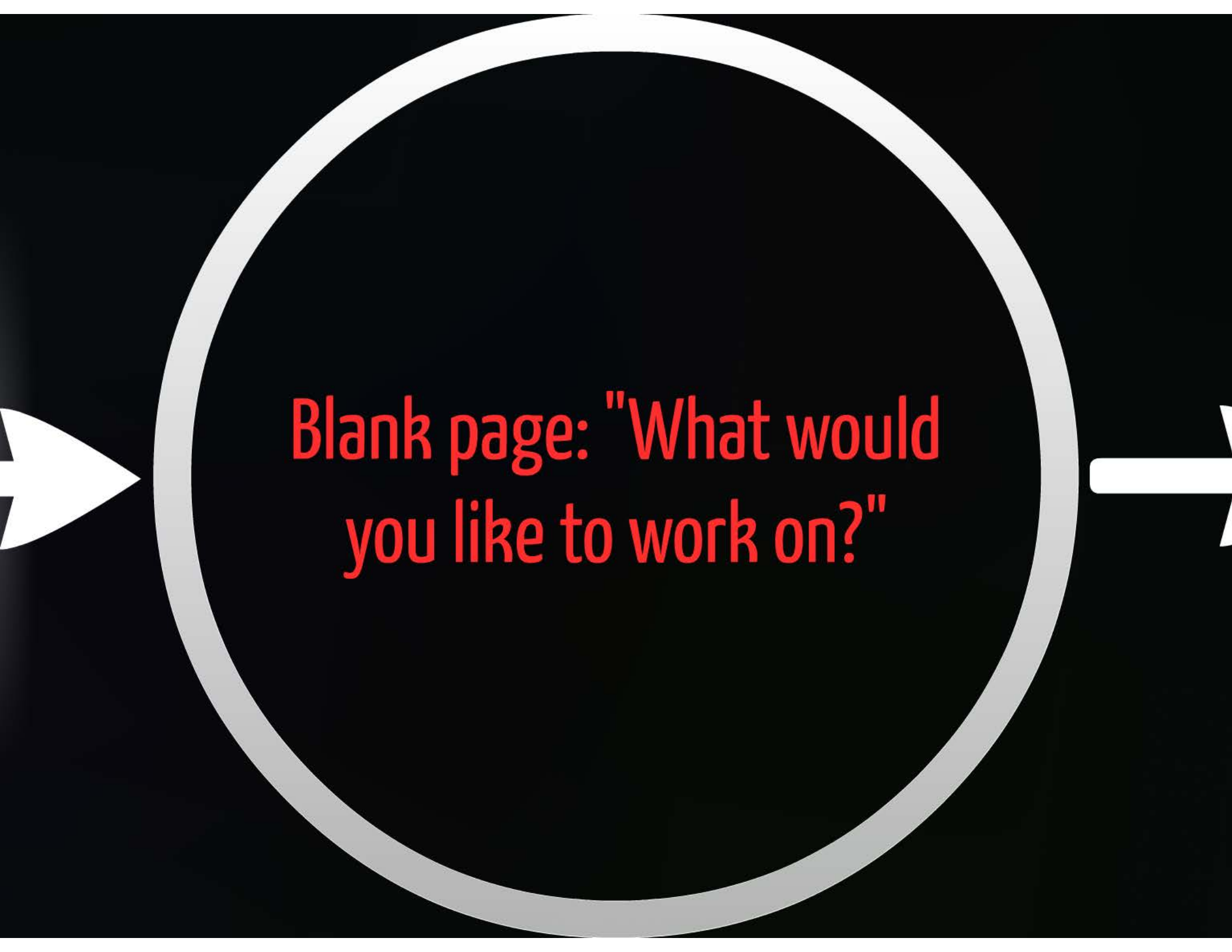




6-12 Outcomes



RBI With Recap

A diagram on a black background. A large, light gray circle is centered. Inside this circle, the text "Blank page: 'What would you like to work on?'" is written in a red, sans-serif font. To the left of the circle, a white arrow points towards it. To the right of the circle, a white arrow points away from it.

Blank page: "What would
you like to work on?"

A diagram on a black background. A large, light gray circle is centered. Inside this circle, the text "Have a look at the notes" is written in a red, sans-serif font. To the left of the circle, a white arrow points horizontally towards the circle's edge. To the right of the circle, a white arrow points horizontally away from the circle's edge.


"Have a look at the notes"



"Let me see if there's
anything else."


10-12 Outcomes!

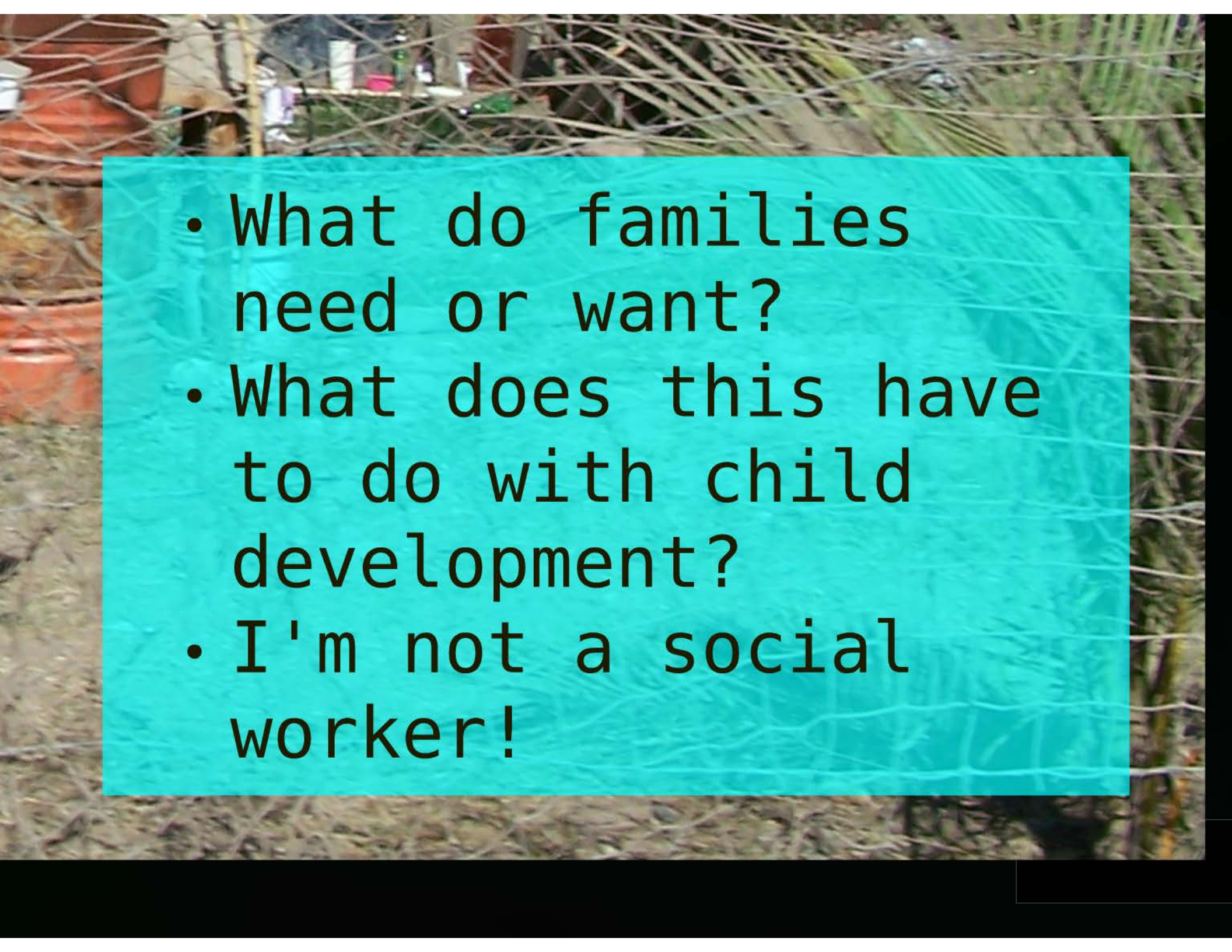
Child-Related Family Needs

A photograph showing a medical professional, likely a doctor, examining a young girl's ear with an otoscope. The girl is smiling and looking towards the camera. A woman, presumably her mother, is standing behind her, looking down at the examination. A man, presumably her father, is partially visible on the right side of the frame, looking towards the doctor. The scene is set in a clinical or hospital environment.

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!

- 
- The background of the slide shows a cluttered outdoor area, possibly a construction site or a storage yard. There are several large orange plastic drums or containers on the left. A wire mesh fence runs across the middle ground. Behind the fence, there is a pile of dry sticks and branches, and some miscellaneous items like a white container and a red object are visible. The ground in the foreground is dirt and covered with dry leaves and twigs.
- 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?

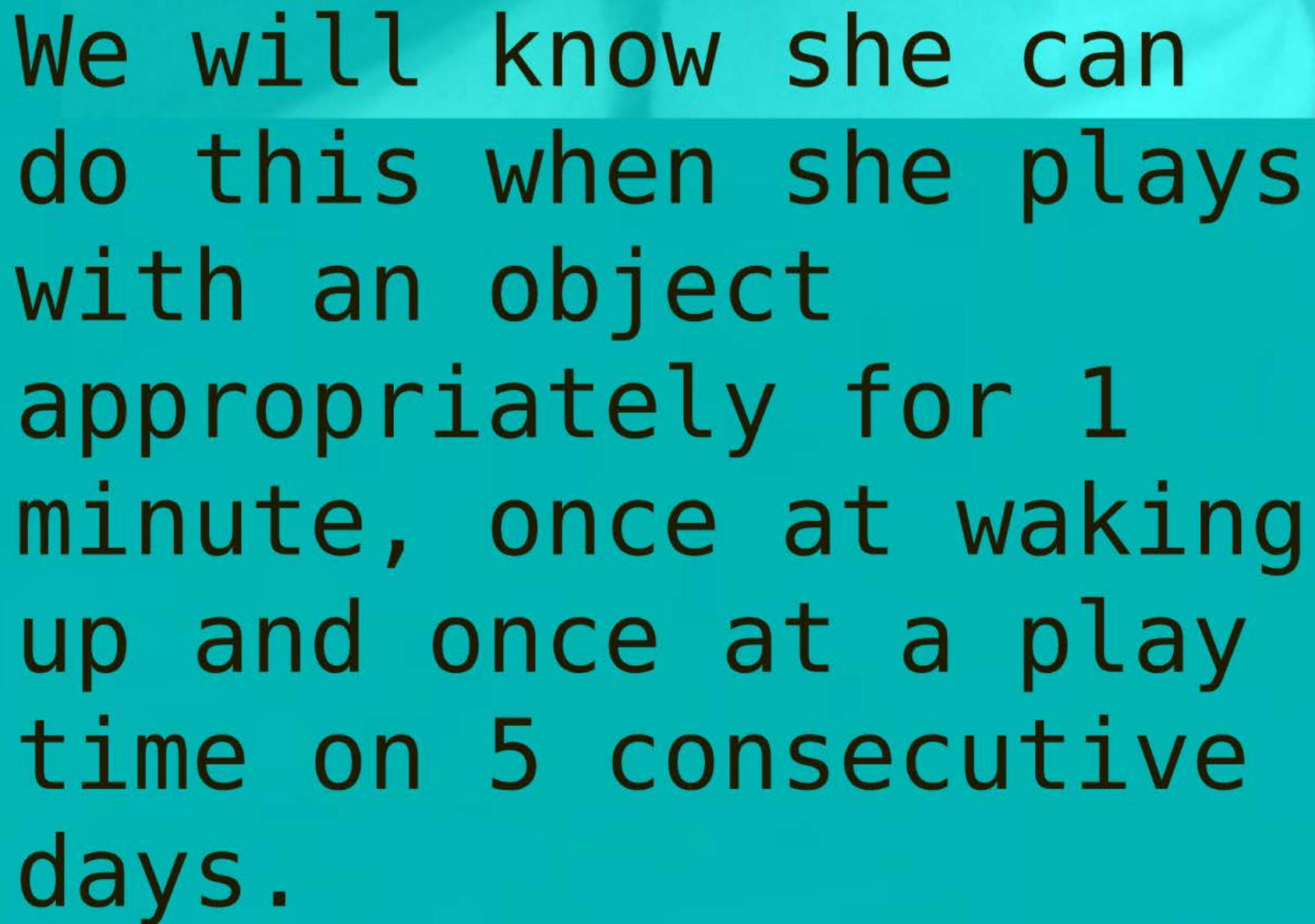
Tinsley will participate in waking up and play times by playing with objects the way they are intended to be played with.



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.

Tinsley will participate in waking up and play times by playing with objects the way they are intended to be played with.





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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

Why do we need the RBI?

- Classroom programs
- Functionality of outcomes/goals

Background

- Expectations of the field
- There is fairly wide participation
- Model on a goal-oriented framework
- Results are a good mix

Agenda

- Ecomap
- Style
- Structure
- Content
- Outcome/Goal Selection
- Resources

How the workshop will go

- Mostly lecture and large-group discussion
- 2 small-group discussions
- I am surprised
- Most of my information that is surprising to you

When do we think we should conduct the video RBI?

See RBI Outline

- Beginning
- End
- Very important
- Very prone to error

Routines

- Definition
- Everyone else
- Function and participation
- Satisfactoriness/goodness of fit

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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 Routines-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](#).

RESOURCES

[Research flyer](#)



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