

Routines-Based Interview

Robin McWilliam, Ph.D.

robin.mcwilliam@gmail.com

mcwilliamconsulting.com

ramgroup.info

[@robinmcwilliam1](https://twitter.com/robinmcwilliam1)

www.ramgroup.info

RBI Certification
Institute, Chattanooga,
July 18, 2011
July 13, 2014

Noah's Ark, Melbourne,
April 19, 2016

LEAD/Memphis Delta
Memphis
September 28, 2011

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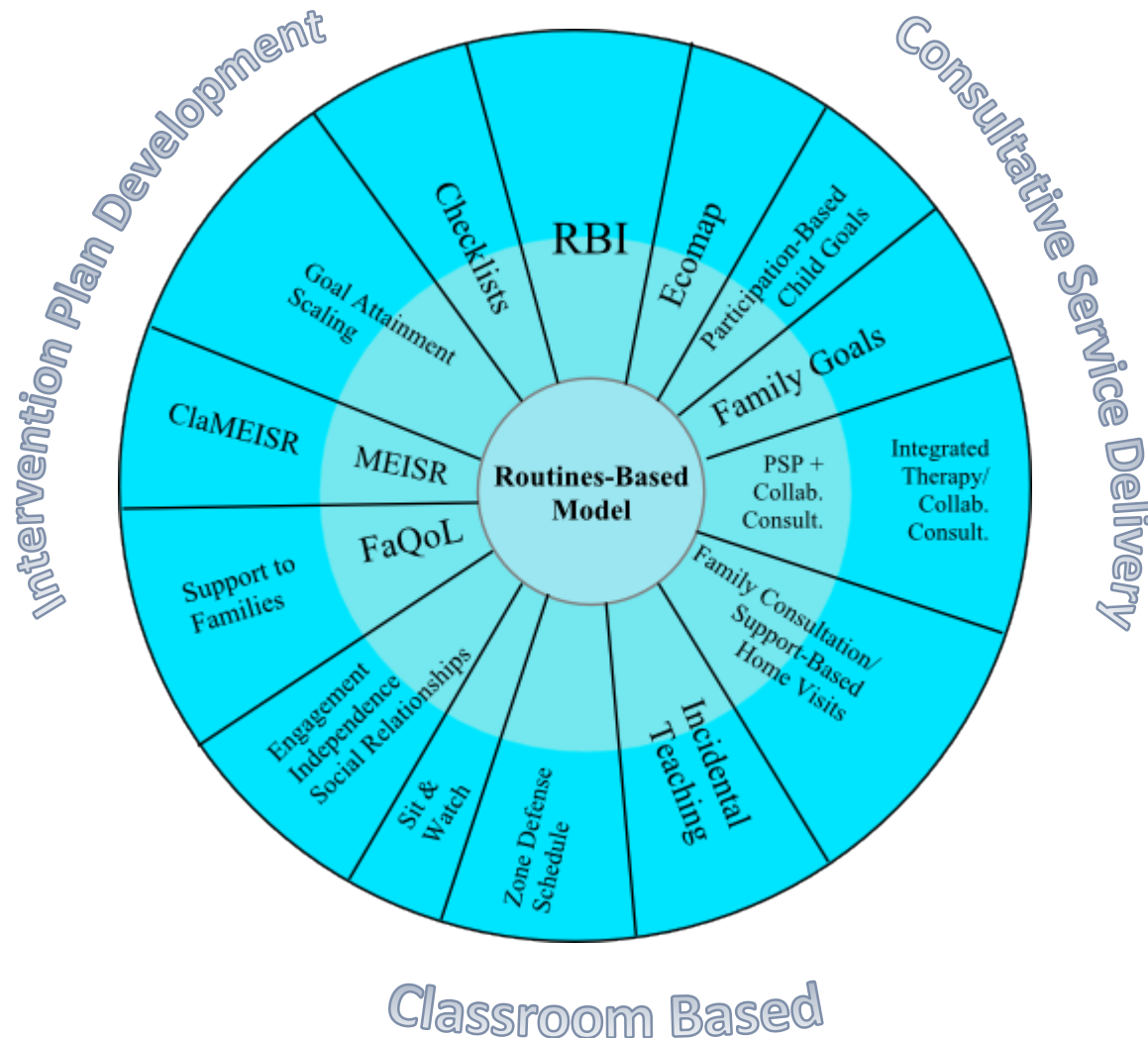
[@robinmcwilliam1](https://twitter.com/robinmcwilliam1)

naturalenvironments.blogspot.com

Routines-Based Model

Routines-Based Model

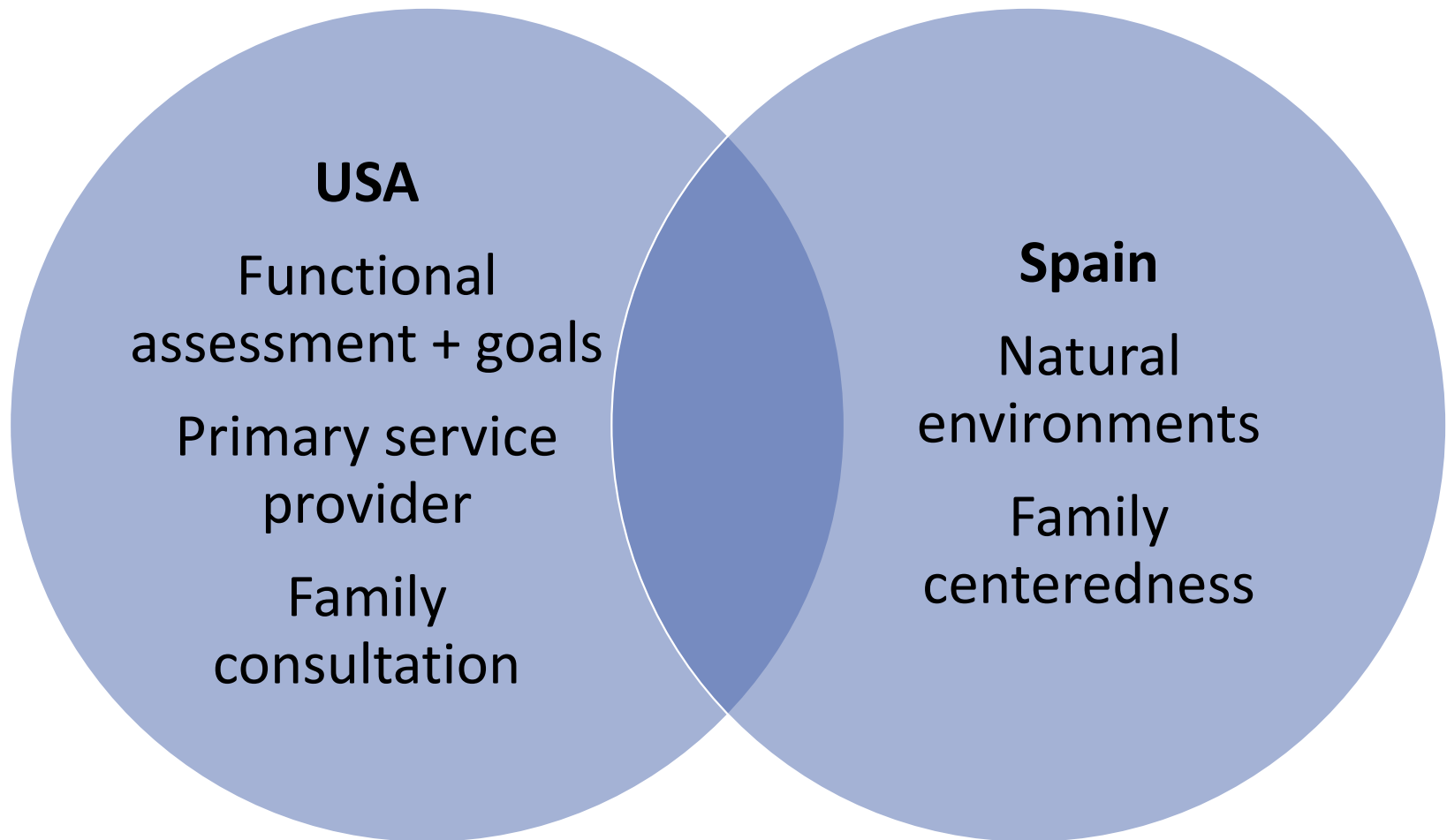
for Early Intervention 0-5



Characteristics

- Principles
 - All the intervention occurs between visits
 - Caregivers are competent adults
 - Function = participation = engagement
 - Avoid non-evidence-based, highly popular treatments
- Characteristics
 - Family centered
 - Naturalistic
 - Functional
 - Research-based
 - Contextual
 - Consultative
 - Streamlined
 - Individualized
 - Comprehensive

The Defining Characteristics



What Do Others Say



Contents lists available at [SciVerse ScienceDirect](#)

Research in Developmental Disabilities

A randomized controlled trial of routines-based early intervention for children with or at risk for developmental delay[☆]

Ai-Wen Hwang^{a,*}, Mei-Yuan Chao^b, Shu-Wen Liu^c

^a Graduate Institute of Early Intervention, College of Medicine, Chang Gung University, Tao-Yuan, Taiwan

^b Department of Rehabilitation, Wei Gong Memorial Hospital, Miaoli, Taiwan

^c Teacher Education Center, Taipei Physical Education College, Taipei, Taiwan

Hwang et al. results

- RBEI more effective for progress in self-care abilities and decrease in parental assistance in social functions
- No Group x Time interaction in the functional motor domain
- Higher GAS for RBEI. No difference in “parental perceived satisfaction and performance” in children’s functioning (COPM)

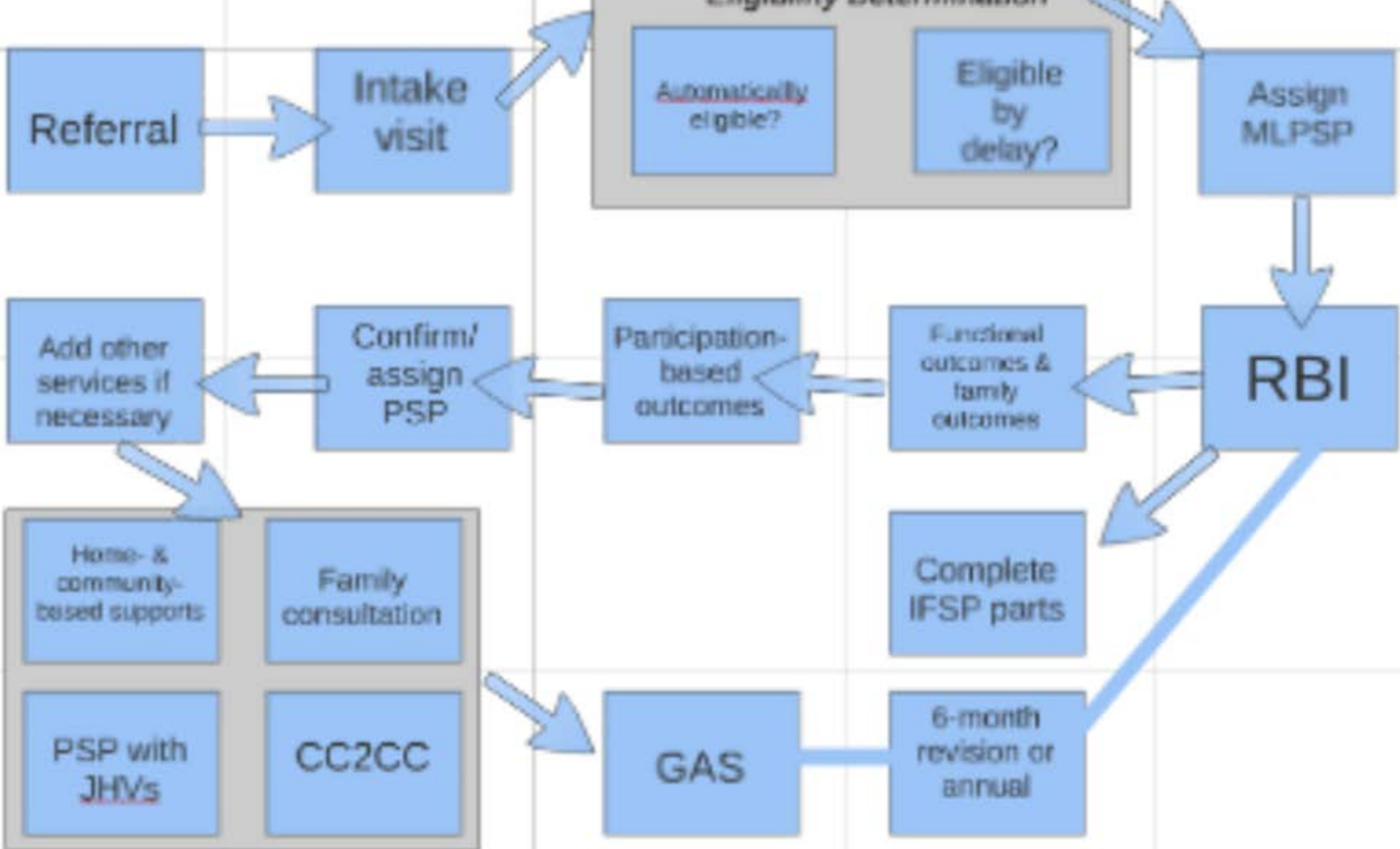
What Do Others Say?

- *RBEI is a massive step in the right direction. Again I believe the principles around RBEI are creating urgency, sustainability, synergy and forward momentum (Service Manager, Ministry of Education, 2014, New Zealand)*

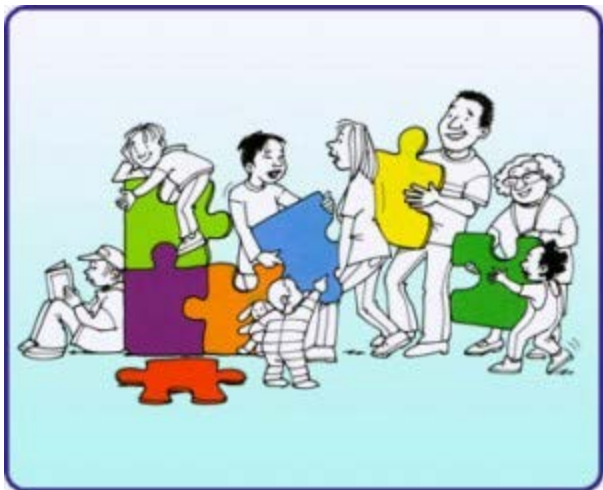
Characteristics

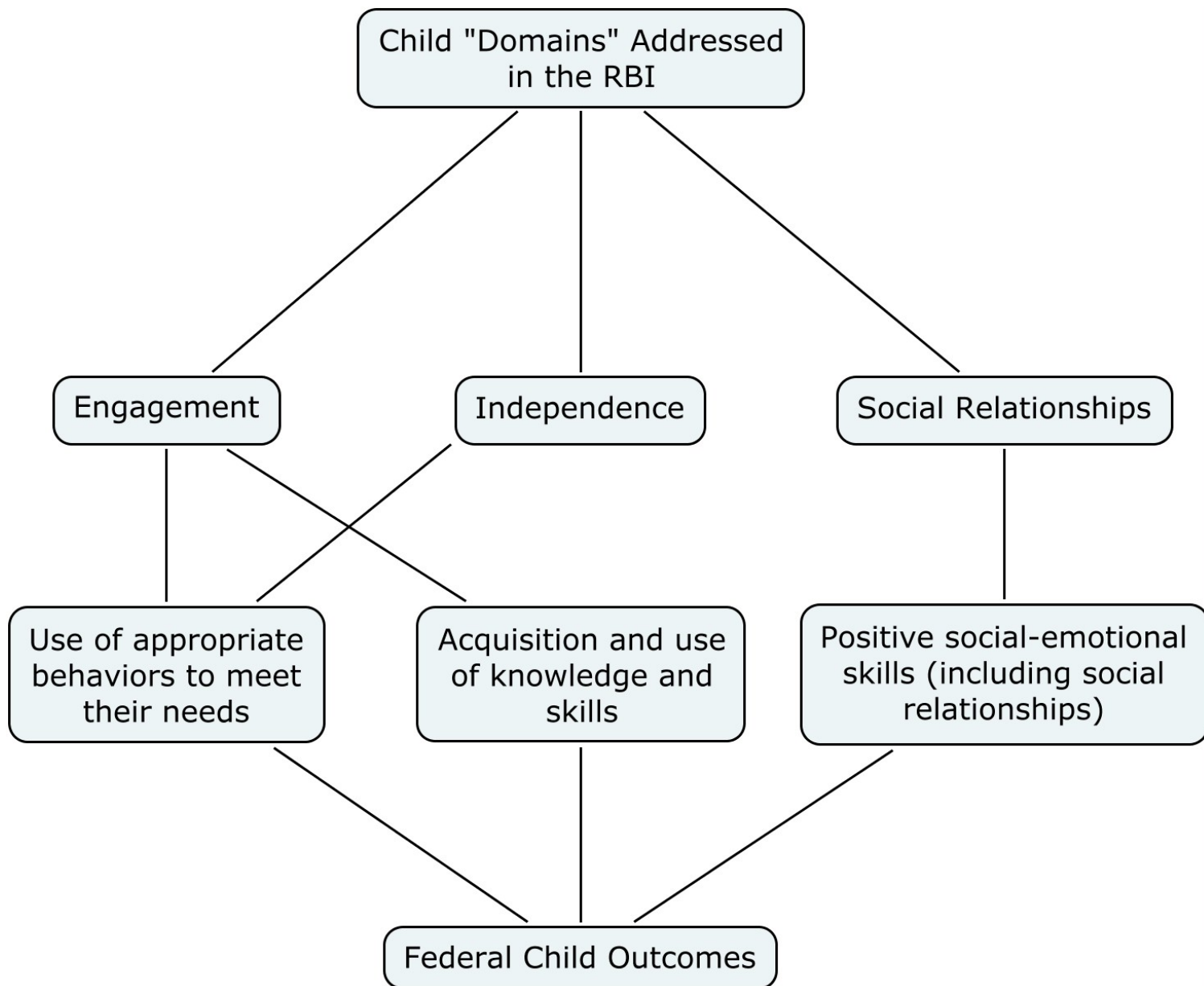
- Principles
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The Flow



Family Systems Theory





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 10-12 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
Entertainers
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

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

A Successful Interview

- Lasts a minimum of 1 hour
- Produces a minimum of 6 outcomes

Observing the Demonstration

- Good, juicy questions
- Missed questions
- Nonverbal behaviors
- Implementation checklist
- RBI Outline
- “Is this something that happens in every interview?”
- “Why did you do X?”
- “Why didn’t you do Y?”

Taking Off Our Underpants

Debriefing

Secrets to good interviewing are
revealed!

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

What Does It Take to Conduct an RBI With Fidelity?

See RBI Implementation Checklist

Training on RBI

1. Observe and discuss
2. Participate as second interviewer
3. Try being first interviewer with coach as second—get checklist-based feedback
4. Practice
5. Get more feedback until you can consistently perform 85% of the items on the RBI Implementation Checklist correctly

Why Bother With Certified Trainers?

1. They can conduct interviews themselves (i.e., they are experts)
2. They interpret items on the checklist correctly
3. They provide feedback beyond the checklist

The Ecomap



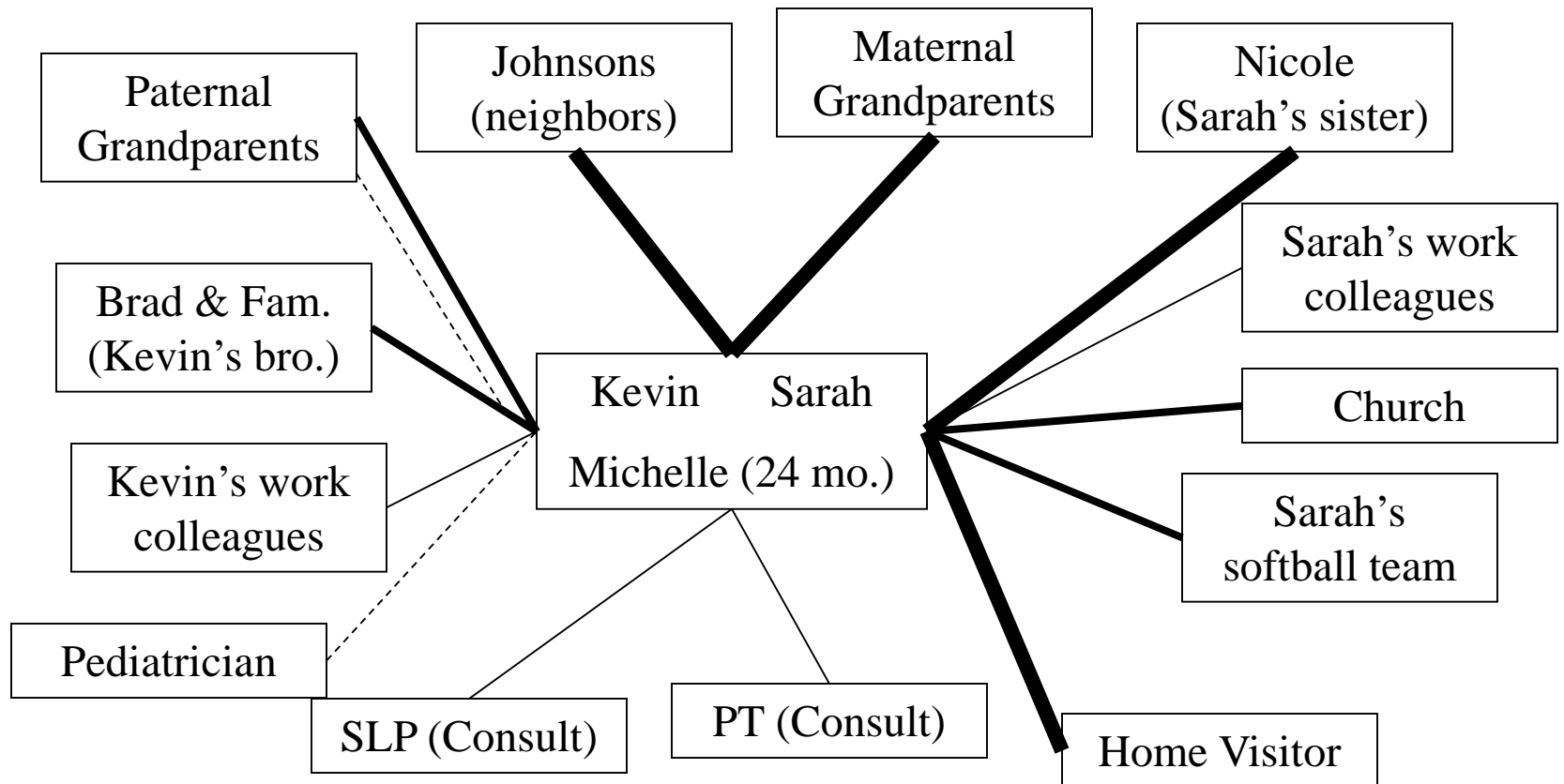
Family Ecology

- 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

Stated Purpose

- I'd like to find out about the people in your life, so we know what supports you have and who might be able to help meet the goals you set.
- I'll ask you some questions and draw a picture we call an ecomap.
- If there's anything you don't want to say, don't say it.
- Is this OK?
- Who lives in the home with your child and you?

A Quick Look at an Ecomap

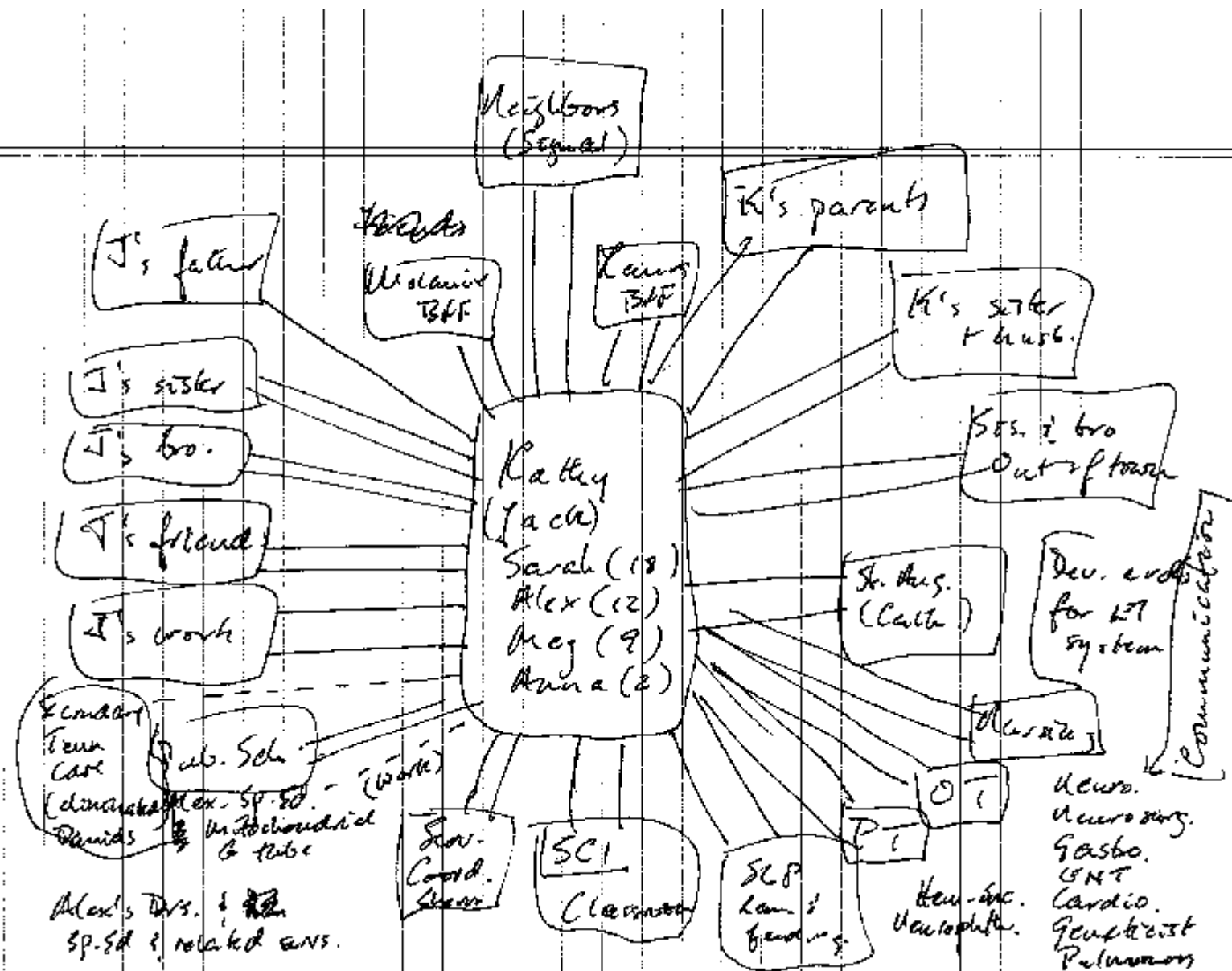


People About Whom to Ask

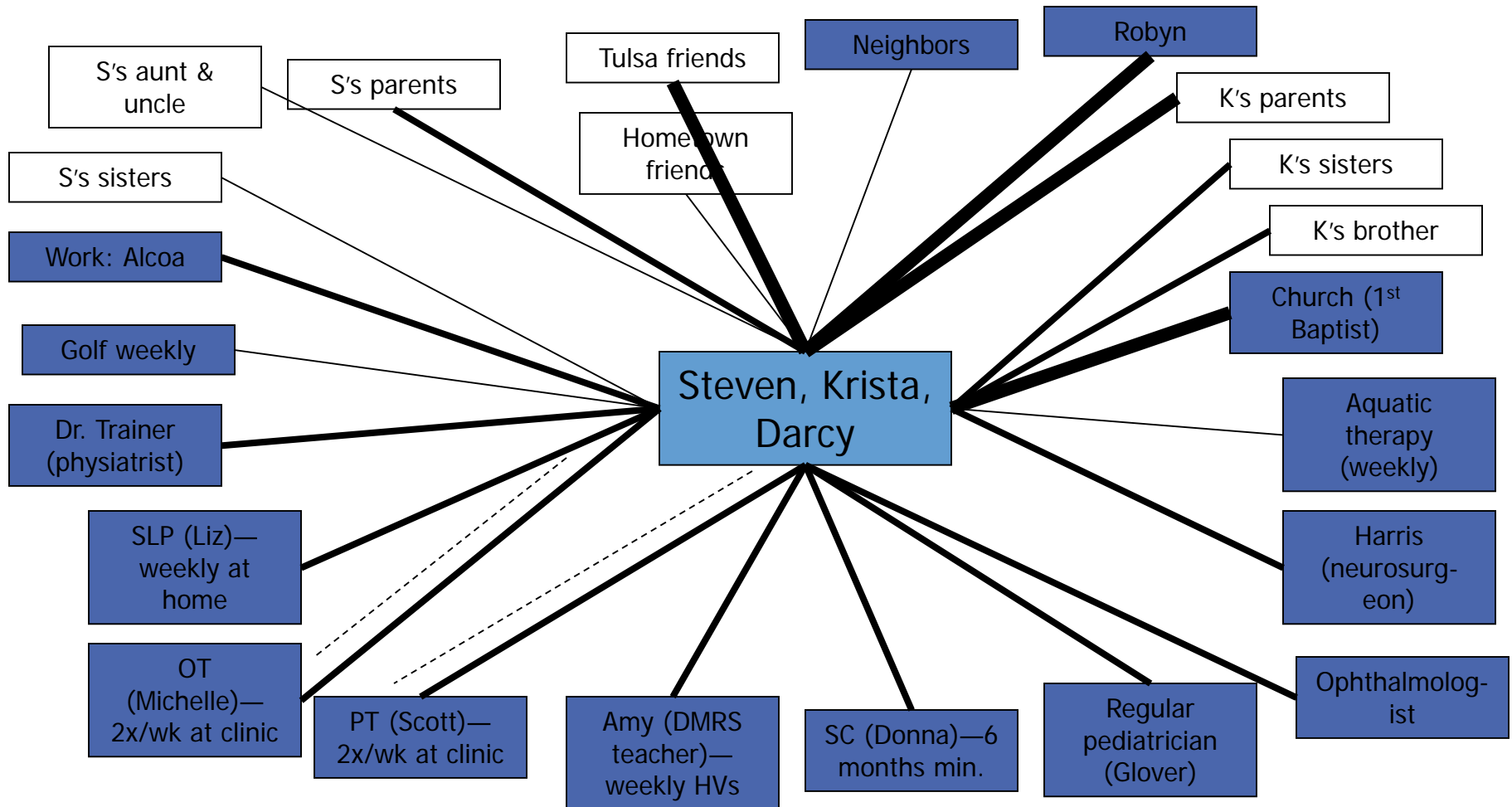
- Those living with the child
 - Do not ask, “Who is the child’s father?”
- Mother’s family
- Father’s family
- Neighbors and family friends
- Mother’s friends
- Father’s friends
- Worship friends
- Work friends
- Doctors
- Teachers
- Therapists
- Financial agencies

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)



Closure

- What do you think of this picture?
- We'll try not to complicate your life any more.
- We'll use this ecomap whenever possible to see if you already have people who can help with different goals you come up with.
- [If you move into RBI]
- Now, we'll move into your day-to-day life.
- First, what are your main concerns for your child and family?

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**

“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?”

Jacque's Outcomes

1. Samantha eat
2. Move to get to places (rolling, crawling, walking)
3. In and out of sitting
4. Stand up
5. Play with toys the way they're designed... more toys
6. Communication (reaching, sounds)
7. Cup drinking
8. Jacque's relationship with Gabriel and Andrea

Brande's Outcomes

1. Brande feel OK about Brandon's lung development and his O2 status
2. Brandon gain weight steadily to 5th %ile
3. Communicate mama, dada, more, done
4. Move independently, shifting weight
5. Fingerfeeding
6. Be more vocal
7. Throw things
8. Swallow liquid from cup
9. Clap by himself
10. Megan and Hayley get along
11. Hayley not scream at dinner prep time

Ana's and Andrew's Outcomes

1. Jenevae will move independently (like crawling)
2. Time for Ana and Andrew
3. Learn to play with more complicated toys
4. Hobby for Andrew (not video, not car)
5. Andrew to college
6. Info re: financial help
7. Say words
8. Pulling to stand
9. Come to sitting
10. Lower Ana's stress
11. Time for Ana for herself (trustworthy child care)
12. Info on child care

Virgen's Outcomes

1. Virgen make decision about back to school
2. Bedtime—Anthony going to sleep without fussing
3. Parents learn about Anthony's breathing
4. Anthony playing to make sounds
5. Anthony grabbing
6. Virgen learn baby games

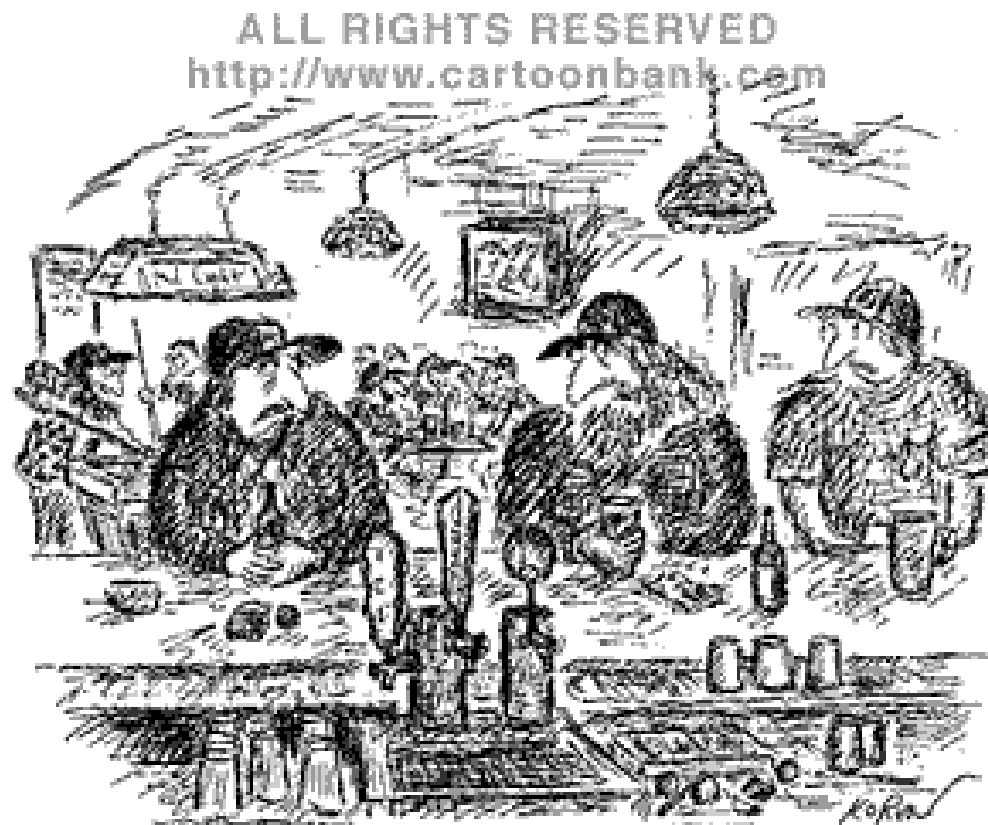
Dulcie's Goals

1. Natalie know colors (meals, dressing, school)
2. Stay in bed, including through the night
3. Play independently or in parallel play
4. Talk clearly to be understood
5. Consistency between Dulcie's and children's dad's
6. Natalie play and talk back and forth with others
7. Dulcie in school and finish and decide what to do
8. Natalie pulling up pants
9. Follow rules at supper
10. Natalie and Blake busy longer at dinner prep
11. Natalie recognize name in writing
12. Kids play in bath with little splashing

Research Results



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



"Are you just pissing and moaning, or can you verify what you're saying with data?"

Research

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.

Boavida, T., Aguiar, C., McWilliam, R. A., Pimentel, J. S. (2010). Quality of individualized education program goals of preschoolers with disabilities. *Infants and Young Children*, 23, 233-243. DOI: 10.1097/IYC.0b013e3181e45925

Ridgley, R., Snyder, P. A., McWilliam, R. A., & Davis, J. E. (2011). Development and initial validation of a professional development intervention to enhance the quality of individualized family service plans. *Infants & Young Children*, 24, 309-328.

Ridgley, R., Snyder, P., & McWilliam, R. A. (2014). Exploring type and amount of parent talk during individualized family service plan meetings. *Infants & Young Children*, 27, 345-358. DOI: 10.1097/IYC.0000000000000021

Boavida, T., Akers, K., McWilliam, R. A., & Jung, L. A. (in press). Rasch analysis of the Routines- Based Interview Implementation Checklist. *Infants & Young Children*.

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.



Example Participation-Based Outcomes

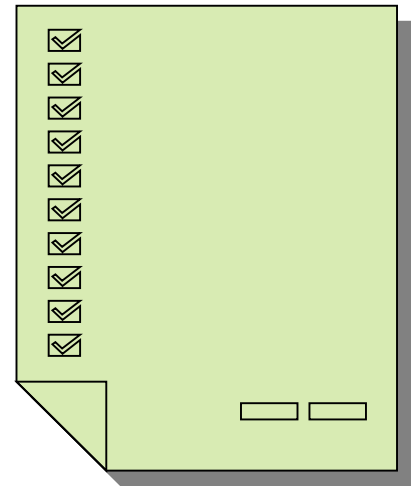
- Priya will participate in circle, centers, and snack by staying in place. We will know she can do this when she stays with one activity for 5 minutes during circle, one center, and snack in one day for 5 consecutive days.
- Quentin will participate in dinner preparation, free play at school, and play time at home by playing with a toy (no screen). We will know he can do this when he plays with one or more toys with no help, after being told to play, for 10 minutes during dinner prep, one free play time at school, or one play time at home in 1 day for 3 consecutive days.

More Examples

- Rose will participate in car ride home, circle, and centers by using 2-word combinations. We will know when she uses three true 2-word combinations (i.e., combining two ideas, such as noun + verb) during each of these 3 times of day on 5 consecutive days.
- Sam will participate in going to school, going to the bathroom at school, and outside play by walking with his walker. We will know he can do this when he walks 10 yards with his walker twice a day on 3 of 5 days.

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)
 - Use words or signs

Step 2

Find out what routines
this affects

- Meals, play, dinner preparation, outside

Step 3

Write “Child will participate in [the routine(s) in question]”

- Emma will participate in meals, play time, dinner preparation, and outside

Step 4

4. Write “by _____ing,”
addressing the
specific behaviors
 - By using words or signs.

Step 5

Add a criterion for demonstration the child has acquired the skill

- We will know she can do this when she uses three different words or signs

Steps 6

Add another criterion for generalization, maintenance, or fluency, if appropriate

- Across routines, people, materials, places, etc.
- Over time (see following step)
- Rate of behavior
- at two times of the day (meals, play, dinner preparation, outside)

Step 7

Over what amount of time?

- On 4 consecutive days

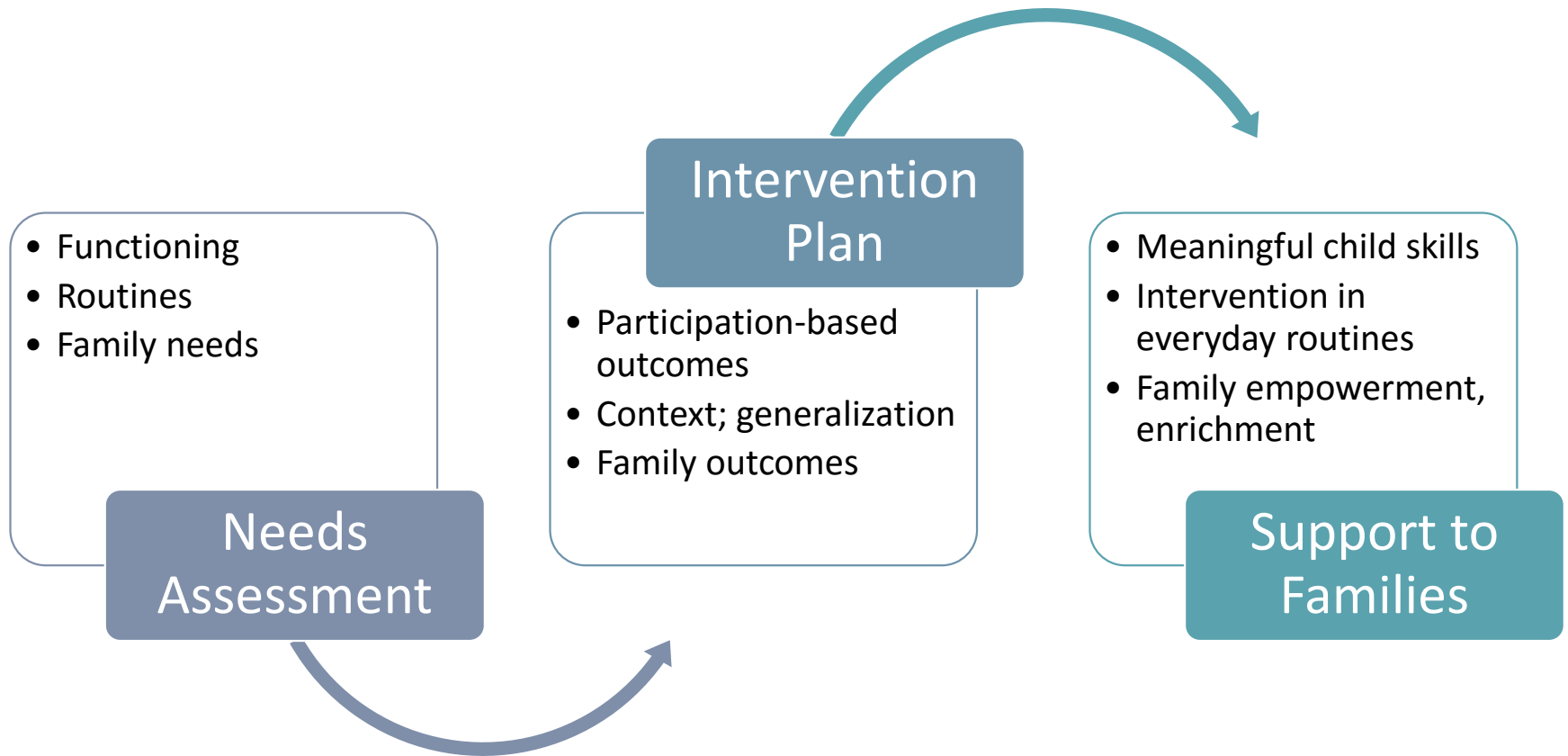
Whole outcome:

Emma will participate in meals, play, dinner preparation, and outside by using words or signs. We will know she can do this when she uses 3 different words or signs at two times of the day (meals, play, dinner preparation, outside) on 4 consecutive days.

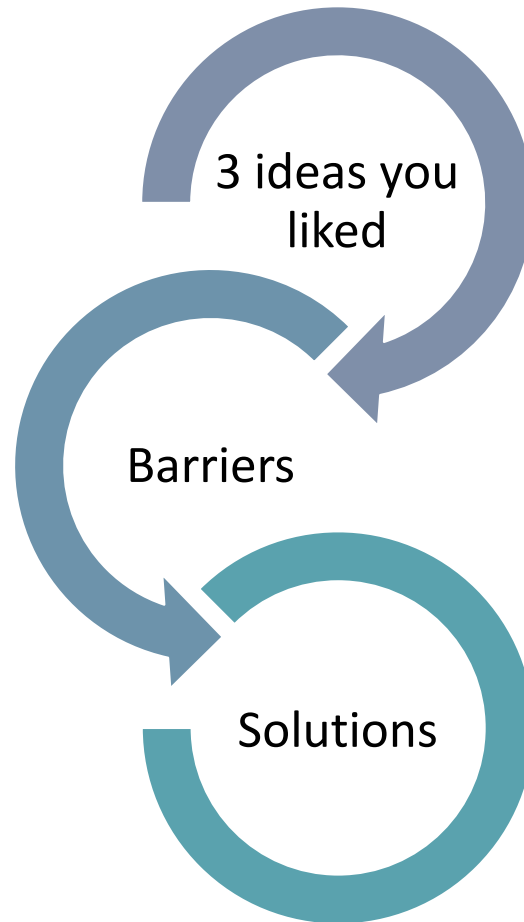
Jason and Sarah's Outcomes

1. No vomiting—inflammation down
2. Taking food by mouth (meals)
3. Meaningful communication single words (play, evening fam time)
4. Nurses focus on Alyssa's development
5. No oxygen during day
6. Walking (play time, outings, outside)
7. Fewer doctors' appointments
8. Jason develop woodworking business
9. Sarah time for herself (1x/week)
10. Organize days

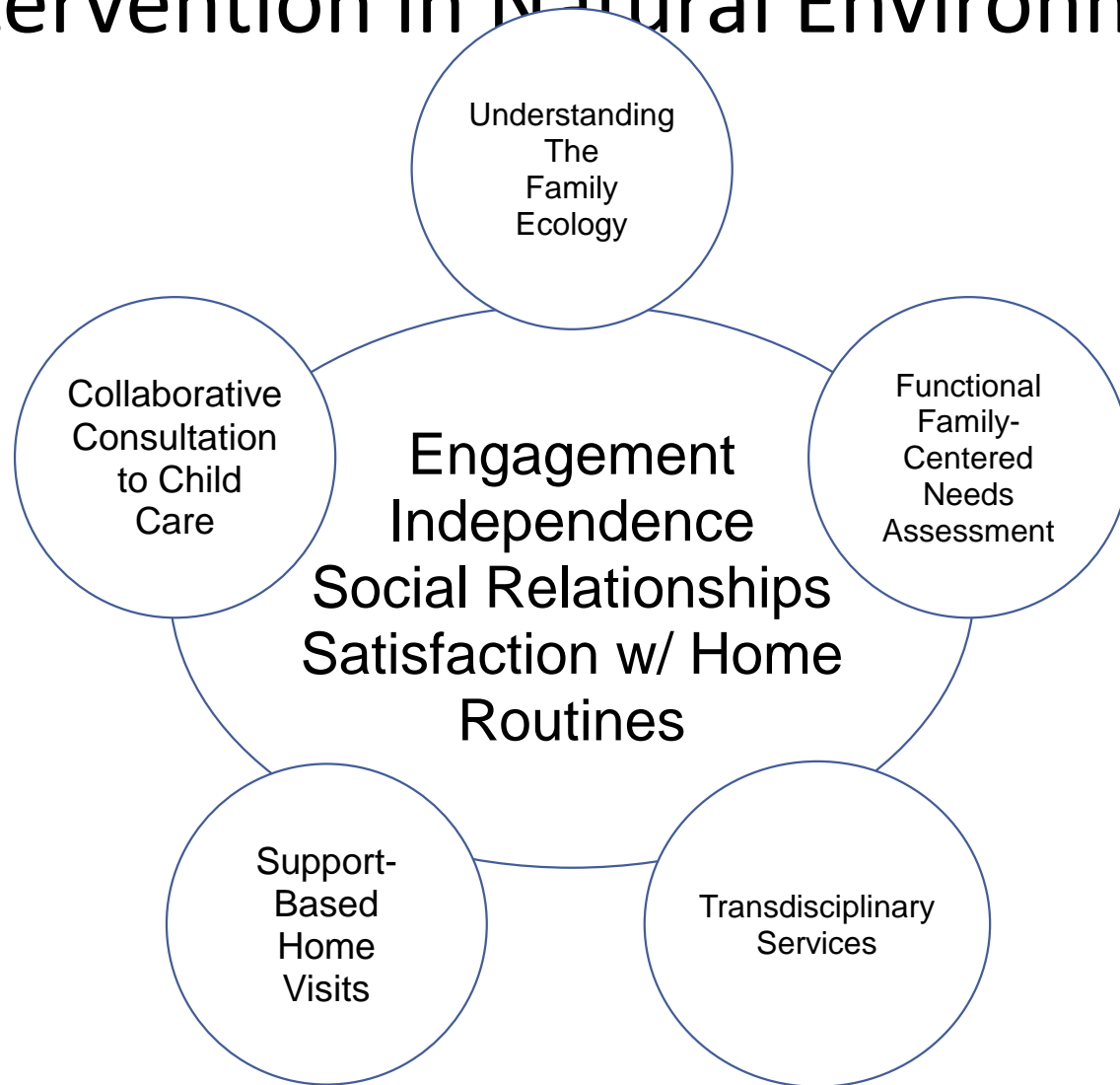
Link Between RBI and Service Delivery



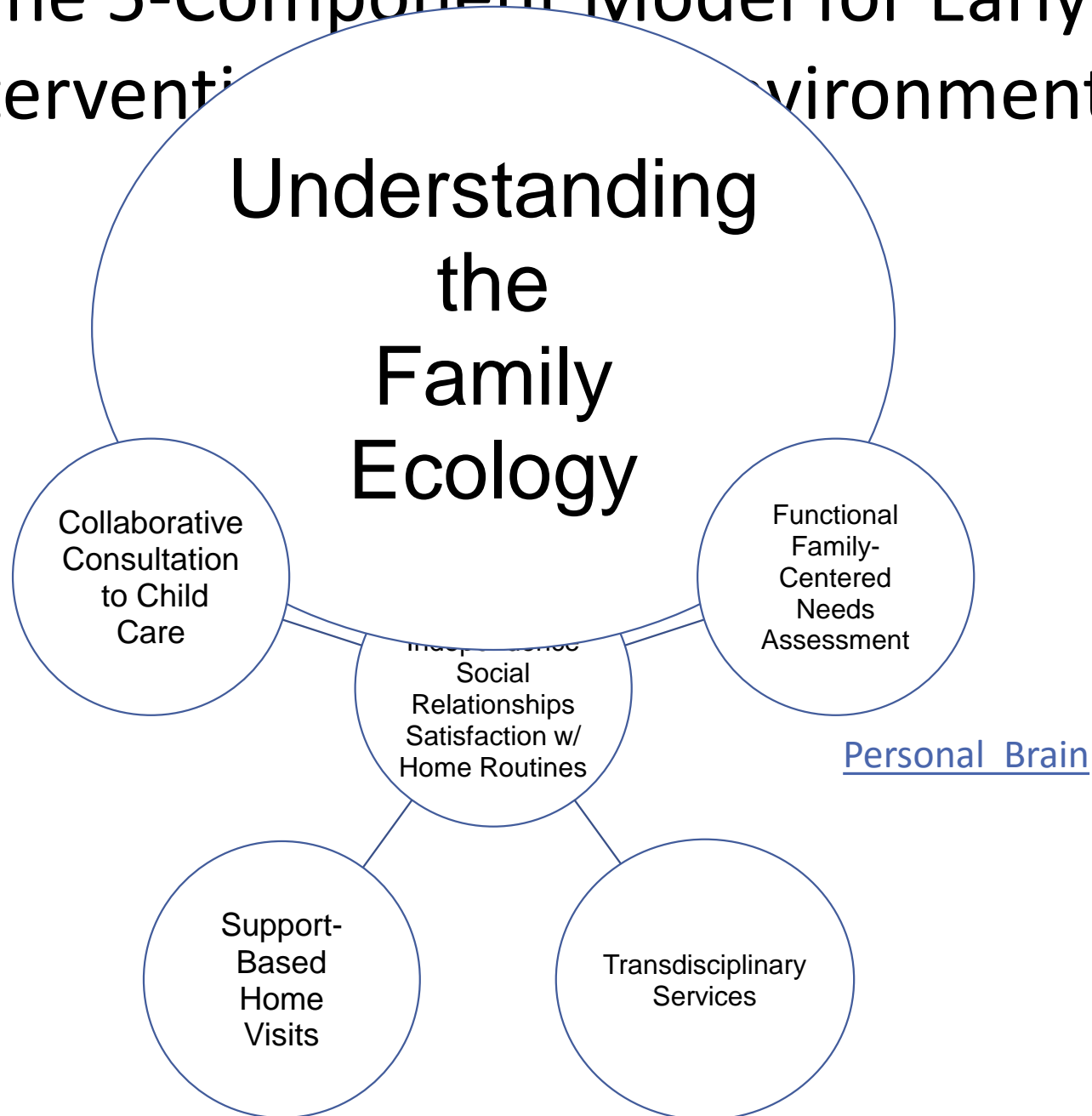
Implementation Wish List



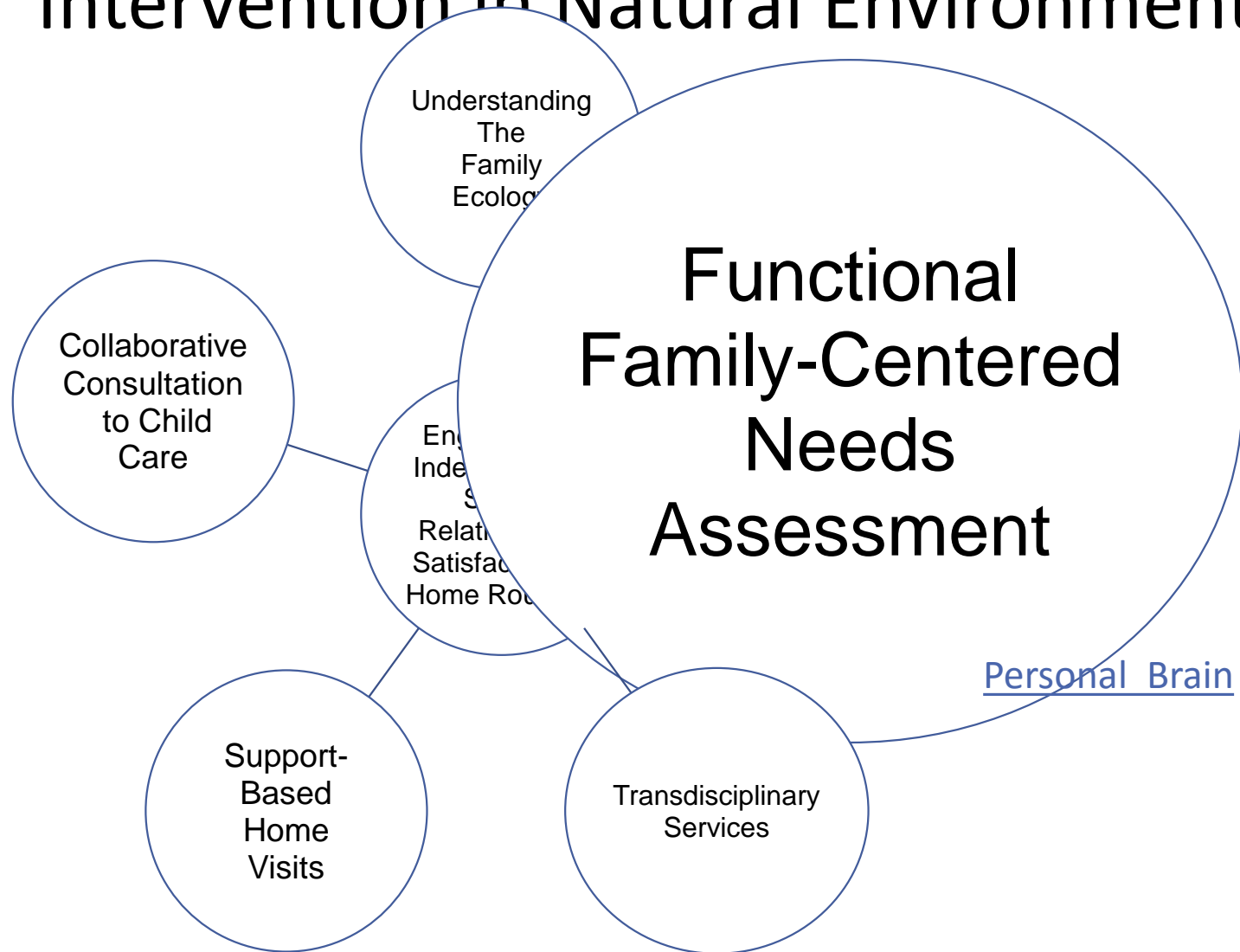
The 5-Component Model for Early Intervention in Natural Environments



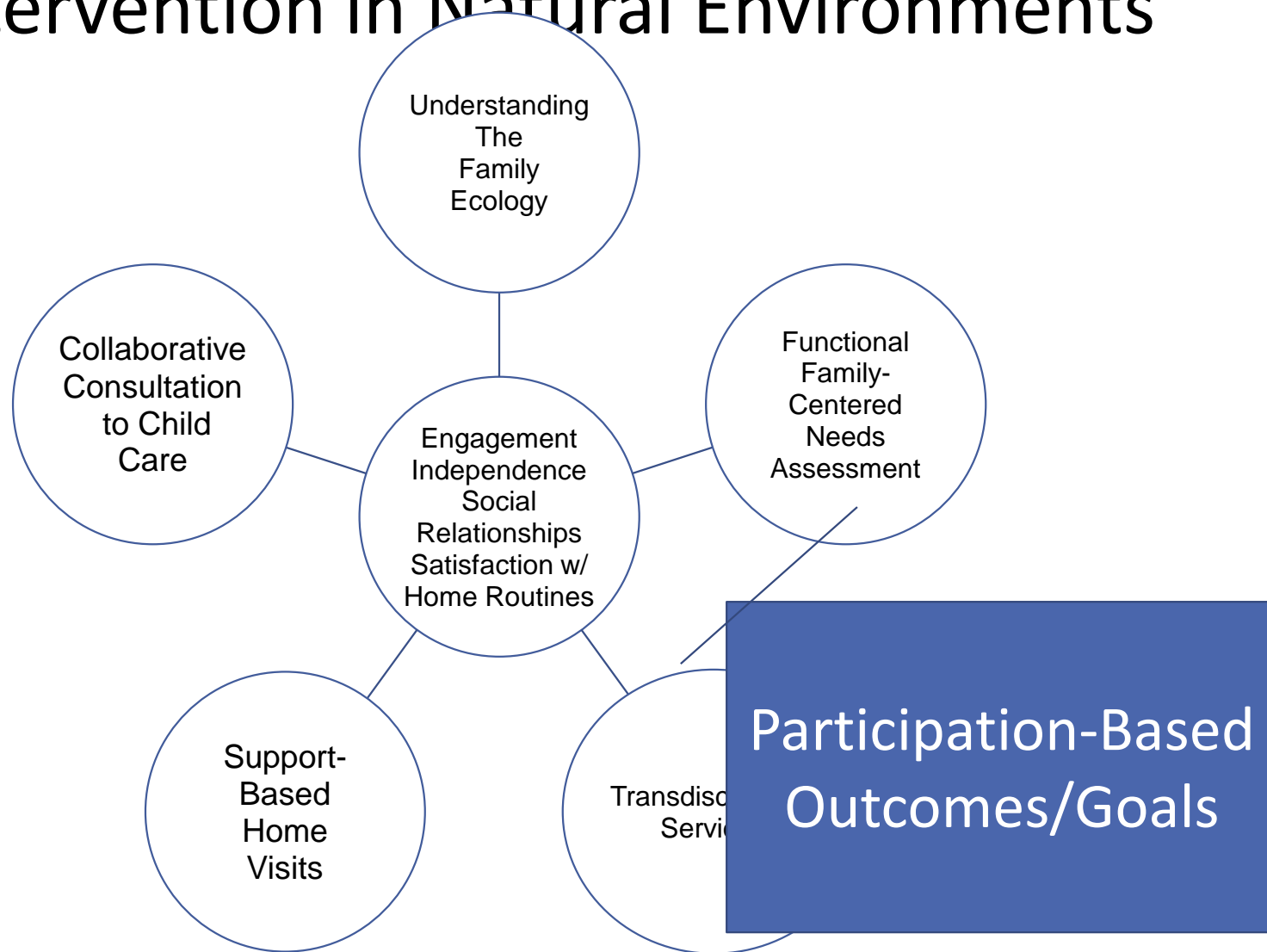
The 5-Component Model for Early Intervention Environments



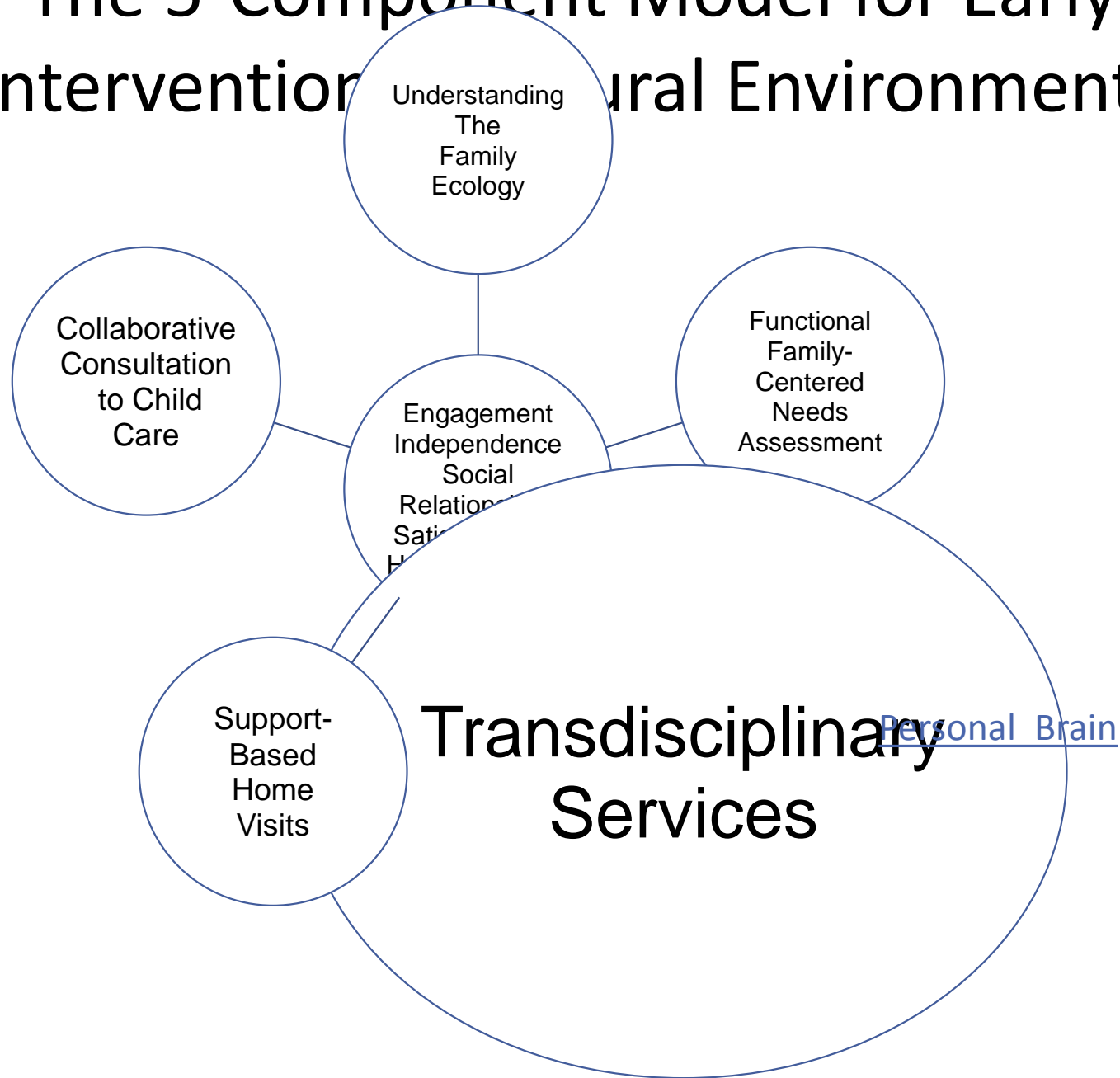
The 5-Component Model for Early Intervention in Natural Environments



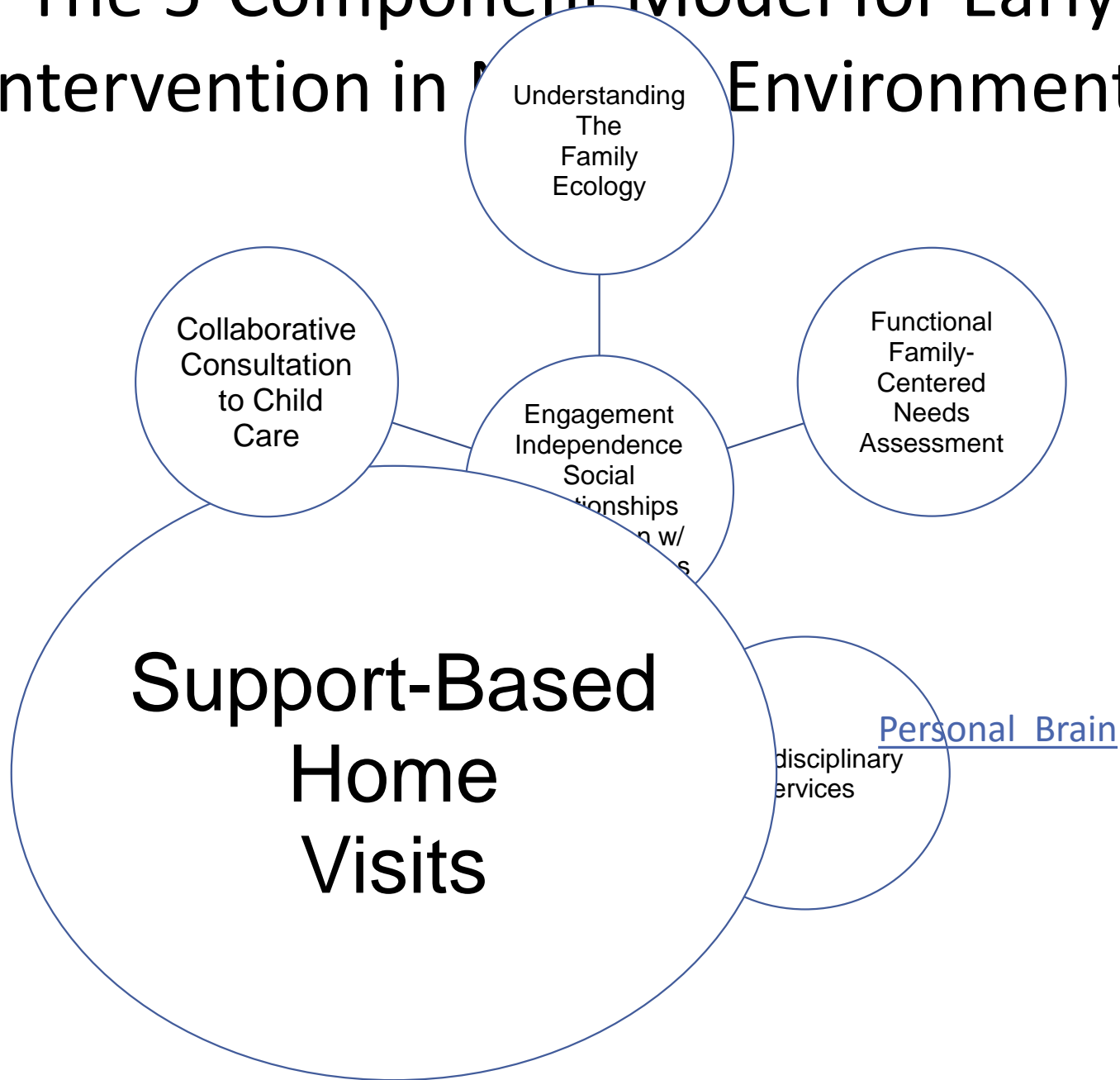
The 5-Component Model for Early Intervention in Natural Environments



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



Mistakes.pptx

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

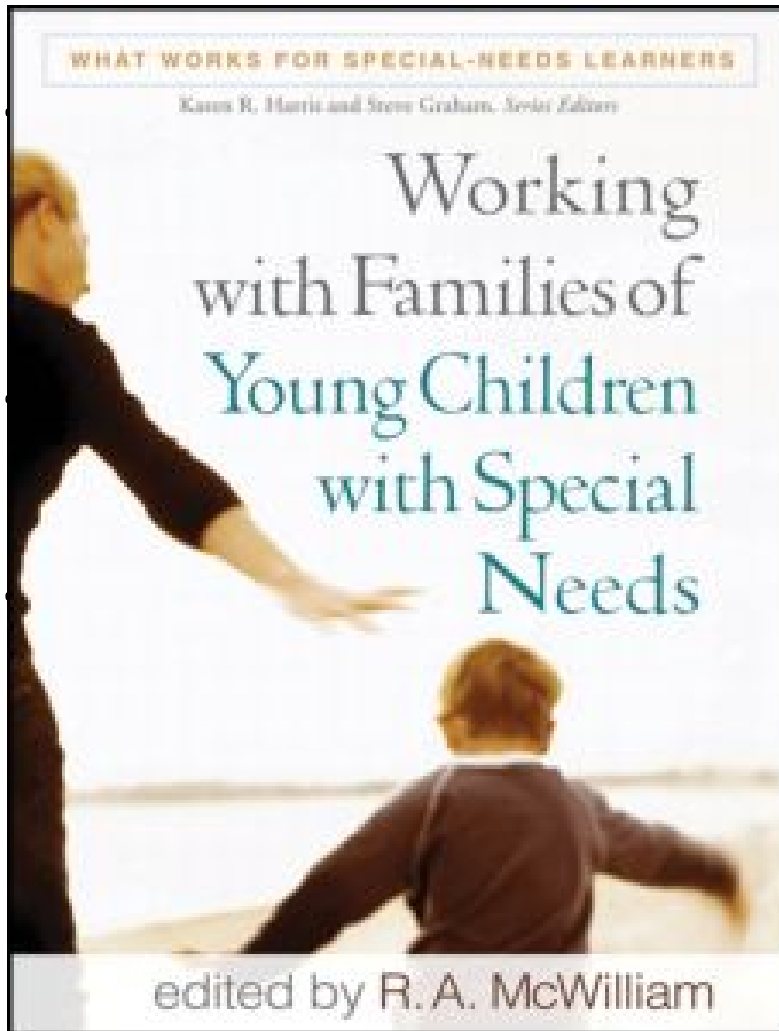
- Handle emotional topics sensitively;
- Don't engage in judgmental talk about the other parent;
- Jump to later routines, if necessary;
- Ask detailed questions at the beginning
- Keep structure of 6 questions *per routine*:
 1. What's everyone doing?
 2. What's this child doing?
 3. What's this child's 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

2

3



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