

BEYOND CLASSIFICATION

Function as a Focus of Early Intervention Support



The RAM Group

International Society on Early
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PRESENTATIONS

- Introduction: Robin McWilliam, University of Alabama
- Assessing Young Children's Functional Needs: Catalina Morales Murillo, Catholic University of Valencia (doctoral student)
- Functional Goal Selection: Tânia Boavida
- Intervening on Children's Functioning: Robin McWilliam for Hasan Zaghlawan

INTRODUCTION

- Why is this topic important?
- What is function?
- How do we use it in assessment and intervention

WHY IS THIS TOPIC IMPORTANT?

- Child functioning has rightly received international attention



- Functioning is a salient way of capturing children's participation in their environments.



- This attention has not led to a concomitant change in service delivery.



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- Symposium discusses practices focusing directly on children's engagement in their daily, normal, caregiver-managed routines.



WHAT IS FUNCTION?

- Function is engagement or meaningful participation in everyday home, community, and school routines.
- Engagement is the amount of time a child spends interacting in a developmentally and contextually appropriate manner at different levels of competence

HOW DO WE MEASURE THIS FUNCTIONING?

- Parent ratings on the Measure of Engagement, Independence, or Social Relationships
- Parent report with the Routines-Based Interview (not a measure)

HOW DO WE USE IT IN ASSESSMENT?

- Determine what child does and doesn't do in everyday routines
- Determine what family wants child to do 6 months from now
- Have parents complete MEISR

HOW DO WE USE FUNCTION IN INTERVENTION

- Matrix: All interventions are planned to be implemented in existing routines.
- Ecomap: We “whip out the ecomap” when family needs are to be addressed.

INTERVENING ON CHILDREN'S FUNCTIONING

- **Outline**
- Where visits occur
- How we begin visits
- How we develop strategies
- How we make transitions to other topics
- How we end visits

WHERE VISITS OCCUR



WHERE VISITS OCCUR



www.colorincolorado.org

R. A. McWilliam



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HOW WE BEGIN VISITS

- What we did today
- What we will do from now until the next visit
- Plan for next visit

NEXT-STEPS-FORM	
Family-Name:- _____ -Date:- _____	
What-We-Did-Today	What-We-Will-Do-From-Now-Until-the-Next-Visit
Plan-for-Next-Visit	
Home-Visitor's-Name:- _____ → Phone-Number:- _____	
Date-and-Time-of-Next-Visit:- _____	
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HOW WE DEVELOP STRATEGIES

FAMILY CONSULTATION

1. Family chooses agenda (you can give options)
2. You get background (at least 4 questions, including routine)
3. You might ask if family wants to show you
4. You make suggestion by asking if family has tried it
5. You ask if family wants to try it (you or them)
6. You ask family if this intervention is feasible
7. You ask if they want to do this (on Next-Steps Form)

HOW WE MAKE TRANSITIONS TO OTHER TOPICS: MATRIX

	Dressing	Meals	Outside	Play	Before dinner	Bath	Bedtime
Persist	X	X		X			
Follow 2-step directions				X	X		X
Mother resume education							
Use 3 different pieces of playground equipment			X				
Use fork with little spilling		X					
Parents info about Fragile X syndrome							
Wait for others' turns				X			
Put on shirt and pants	X					X	
Parents time for themselves							

MATRIX

	Routines								
Outcomes/Goals	A	B	C	D	E	F	G	H	I
1.		X		X		X			
2.	X		X		X		X		
3.								X	
4.		X	X	X					
5.					X	X	X		
6.	X			X					X
7.		X			X				
8.									
9.									
10.		X		X	X			X	
11.									

HOW WE END VISITS

- What we did today
- What we will do from now until the next visit
- Plan for next visit

NEXT-STEPS-FORM	
Family-Name:- _____ -Date:- _____	
What-We-Did-Today	What-We-Will-Do-From-Now-Until-the-Next-Visit
Plan-for-Next-Visit	
Home-Visitor's-Name:- _____ → Phone-Number:- _____	
Date-and-Time-of-Next-Visit:- _____	
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SYMPOSIUM CONCLUSION

To make functioning a focus of early intervention,



Interview about
functioning in
routines

In goals, emphasize
participation in
routines

Intervene with
family
consultation
about functioning
in routines