

MO State Interagency Coordinating Council

January 9, 2009

THE ROUTINES-BASED INTERVIEW

PURPOSE OF THE ROUTINES BASED INTERVIEW

- ✘ Produce a list of functional, family-centered outcomes
- ✘ Establish a positive relationship with the family
- ✘ Obtain a rich and thick description of child and family functioning

NEED FOR ROUTINES-BASED ASSESSMENT

- ✘ IFSPs are heavy on child (skill-based) outcomes
- ✘ Functional outcomes (target behaviors)
 - + Address *participation/engagement* needs
 - + Address *independence* needs
 - + Address *social relationships* needs
- ✘ Family priorities reflected in the IFSP
- ✘ Outcomes broad enough yet specific enough
- ✘ Strategies that aim directly at function problem (i.e., teach first)
- ✘ Investment by caregivers other than the family in the IFSP

WHAT ARE ROUTINES?

- ✘ They are not activities the professional sets up with the family. Instead, they are
 - + Naturally occurring activities happening with some regularity
 - ✘ Caregiving events
 - ✘ Hanging out times

ASK ABOUT.....

- × Engagement

- + How and how much does the child participate in the routine?

- × Independence

- + How much can the child do by him- or herself?

- × Social Relationships

- + How does the child communicate and get along with others?

STRUCTURE OF THE INTERVIEW

- ✘ General concerns of the family
- ✘ Who is in the household (ECO Map)
- ✘ Start with how the day begins
- ✘ Ask about routines
- ✘ Review what was discussed
- ✘ Develop priorities

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 (1 is manageable)
- ✗ Role of 2nd person
 - + Help with questions
 - + Take notes
 - + Handle interruptions
 - + Score developmental test?

CHARACTERISTICS OF A GOOD INTERVIEWER

- ✘ Knowledge of child development
- ✘ Knowledge of family functioning
- ✘ Good people skills (good listener)

KEY ROUTINE QUESTIONS

- + What is everyone doing?
- + What is the child doing?
- + How does the child participate in the routine?
- + How independent is the child”
- + What kinds of social interactions take place?
- + How well is the routine working (satisfaction with routine)?

KEY STATEMENTS AND QUESTIONS

1. “You don’t have to answer any questions you don’t want to.”
2. “Who is in your family?”
3. “Briefly describe your child.”
4. “What are your main concerns?”
5. “How does your day begin?”
 - Get the 6 pieces of information
6. “What happens after that?”
 - Get descriptions of 2 morning routines, then skip to 2 evening routines
7. “Let me remind you of the concerns you mentioned.”
8. “What would you like the team to work on?”
 - If necessary, remind the parent of issues that arose during the interview
- ✘ “Which is the most important of these? And then?”

GOOD JUICY QUESTIONS

- ✘ Describe your “hours from hell”
- ✘ When you lie awake at night, what do you worry about?
- ✘ If you could change anything in your life, what would it be?

TIPS FOR CONDUCTING A SUCCESSFUL RBI

- ✘ A successful interview lasts a minimum of 1 hour and produces a minimum of 6 outcomes
- ✘ Star potential information that may later become an outcome
- ✘ Don't use the term "routine" when talking to parents about routines
- ✘ Always end the discussion about a routine by asking the parent to rate their satisfaction
- ✘ Take opportunities to compliment the parent or express admiration

OUTCOME SELECTION

- ✘ Interviewer reads aloud notes about potential problem areas.
- ✘ The family selects 6-10 outcomes
- ✘ The family put outcomes into priority order

WRITING FUNCTIONAL OUTCOMES

- ✘ Start with short-hand version of goal from RBI
- ✘ Determine which routines are affected
- ✘ Write the outcome statement including criterion for demonstrating the skill
- ✘ Add criterion for generalization or maintenance of skill, if appropriate
- ✘ Complete with statement of over what amount of time
- ✘ Outcomes can be for the child or the family

EXAMPLE OF FUNCTIONAL OUTCOME

- ✘ Emily will participate in lunch and dinner times at home and in restaurants by sitting in a high chair and eating food from a spoon. We will know she can do this when Emily eats in this manner 3 times in one week for 2 weeks.