



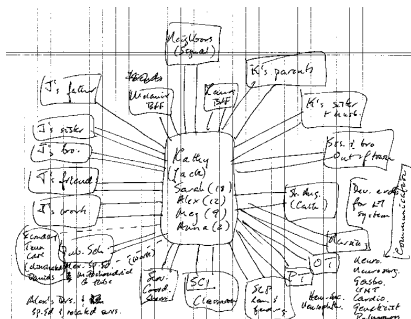
Routines-Based Early Intervention

**Robin McWilliam's approach
emphasizes child engagement,
support to families, and functional
interventions**



Understanding the Family Ecology

- Early interventionists help families use their informal supports before relying on formal supports.
- Early interventionists help families build and sustain their informal supports (extended family, friends, neighbors, fellow worshippers, etc.).
- Early interventionists develop ecomaps with families.



Participation-Based Child Outcomes

- This model encourages meaningful participation in home, “school,” and community routines.
- Child-level outcomes are written to emphasize participation.
- The functionality of a child outcome comes from the assessment method, not from how it is written.
- Our outcomes have numerous measurable criteria.
- “Measurement” occurs where the skills are needed, so family estimates are considered authentic data.
- Ultimately, family satisfaction with the child’s skill is most important, but research shows that specific goals produce better performance (in this case from caregivers) than do nonspecific goals.

Example outcome: Harry will participate in bath time, meals, and play by sitting independently. We will know he can do this when he sits by himself for 3 minutes at bath time, at one meal, and at one play time, all in 1 day.

Support-Based Home Visits

- Home visitors provide emotional, material, and informational support to families.
- Home visitors use *family consultation* (also known as coaching) to help families find solutions (joint problem solving).
- Home visitors use adult learning theory to help families, including teaching them when appropriate, in respectful ways.
- Home visitors never take toy bags.
- Home visitors help families with parenting and incidental teaching.
- Home visitors build the capacity of the family to enhance the learning opportunities occurring between home visits.

Functional, Family-Centered Needs Assessment

- To help families select outcomes for their IFSPs, early interventionists conduct a Routines-Based Interview™.
- Needs for the child and the family as they come up during everyday activities are assessed.
- Typically, the RBI produces 10-12 child *and* family outcomes.
- Research shows the RBI produces more outcomes, a greater percentage of family outcomes, and more functional outcomes than typical practices.
- Training is available from certified trainers; see www.siskinresearch.org (click on RBI Certification Institute).

RBI

Integrated Services

- The most effective way of integrating the various services a family might have is with a *primary service provider*.
- Ironically, fewer needs fall through the cracks when *one* person takes the lead in working with a family than when multiple people work directly with the family.
- The PSP approach supports the fact that natural caregivers are the child’s interventionists.
- IFSPs in this model usually have one provider (any discipline) seeing the family weekly; other team members make joint home visits with the PSP every month, 2 months, or 3 months.
- The PSP supports the family in *all* aspects of the child’s development and of family functioning (role acceptance)
- Other team members “talk up” the PSP (role release)

Collaborative Consultation to Child Care

- Many children in early intervention spend their days in child care, so early interventionists go to those places to provide services.
- In this model, the teaching staff, not the child, are the early interventionists’ main “clients.”
- Early interventionists use a collaborative approach with the staff to figure out how the staff can best help the child.
- As with home visiting, early interventionists use joint problem solving/solution finding.
- Early interventionists in this model never take the child out of the classroom to provide services.
- The object of the visits to child care is to enhance the staff’s capabilities of helping the child *between* early interventionists’ visits.