Supporting Toddler and Preschool Inclusion in the Four Contexts of Teaching

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## Outline

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Environment

- What factors in the following “environmental” influences do you think affect a child’s inclusive experiences?
  - Physical environment
  - Program management
  - Classroom culture
Classwide Engagement

- Engagement Check II
- Every x seconds or x minutes or whenever you think about it!
- Count # children visible
- Then # children nonengaged
- Subtract # nonengaged from # visible for # engaged
- Later, divide # engaged by # visible
  - This is the % engaged at that time
- Add up these %s and divide by the # observations
  - This is the mean % engaged

Activities

What factors related to activities or routines do you think affect a child’s inclusive experiences?

- Curriculum
- Types of activities
- Group size
- Materials
Child Engagement in Routines

- The STARE
STARE (click to link)

- Scale for Teachers’ Assessment of Routines Engagement (McWilliam, 2000)
- Ratings of amount of time spent with
  - Adults
  - Peers
  - Materials
- Ratings of sophistication of engagement
- Can be graphed by these four elements, by routine, over time
STARE Bars Over Time

See Excel file
STARE One Time

See Excel file
Approach

- How do teachers’ decisions about who to approach, when, and how influence a child’s inclusive experience?
Zone Defense Schedule

Zone Defense Schedule

1. The schedule
2. The physical arrangement of the classroom
3. Transitions
The Schedule

- Divide day into 15-minute blocks
- Arrange one column for each permanent adult
- Alternate “set-up” person
- Use existing schedule but adjust trouble spots
  - Any active activities immediately followed by very quiet activities?
Set Up

- Clean up previous activity
- Set up the next activity
- Help with all extra needs, so activity leaders can stay in place
- Be in place at the beginning of the transition

The most important component of the ZDS!
<table>
<thead>
<tr>
<th>Time</th>
<th>Person 1</th>
<th>Person 2</th>
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<tbody>
<tr>
<td>8:00-8:15</td>
<td>Arrival</td>
<td>Set Up</td>
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<tr>
<td>8:15-8:30</td>
<td>Set Up</td>
<td>Story</td>
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<td>8:30-8:45</td>
<td>Free Play</td>
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<td>8:45-9:00</td>
<td>Set Up</td>
<td>Circle</td>
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<tr>
<td>9:00-9:15</td>
<td>Small Toys</td>
<td>Set up</td>
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<tr>
<td>9:15-9:30</td>
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<td>Set Up</td>
</tr>
<tr>
<td>10:00-10:45</td>
<td>Set Up</td>
<td>Bathroom and Outside/Hallway</td>
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<tr>
<td>10:45-11:00</td>
<td>Music</td>
<td>Set Up</td>
</tr>
<tr>
<td>11:00-11:15</td>
<td>Set Up</td>
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Room Arrangement

- Split up the middle of the room
- Clearly marked zones
- Accessible materials
- Free, but not too free, traffic flow
Zone for story time

Zone for free play
Zone for story time

Zone for free play
Zone for story time

Zone for free play
Secrets to Success

- Make the schedule fit what you’re comfortable with
- Keep activities fairly short
- Be flexible!
- Communicate!
- Stick to your roles as much as possible
- Watch for nonengagement or low engagement during transitions
Interaction

What kinds of interactions from adults do you believe influence a child’s inclusive experience?

• Responsiveness
• Directiveness
• Scaffolding
Teaching Styles Rating Scale


- Discrete teaching behaviors
  - E.g., follows, introduces, elaborates, redirects from engagement

- Affect (warmth and fuzziness)

- Best predictors of engagement and developmental progress: redirects (negative) and affect (positive)
Functional Goals
Criteria for Functional Goals

- Reflect the priorities of the family
  - Useful and meaningful
- Reflect real life situations
- Understandable
  - Free of jargon
- Measurable
What does everyone else do?
- Home: Other family members
- Classroom: Other children

What does the child do?
More Routines Information

- 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?
The Big Question

- What is the goodness of fit?
- (Home: How satisfied is the parent?)
  - Instrument: RBI Form
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 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
Key Features of the RBI

- Interview the family about home routines
  - Engagement, independence, social relationships, satisfaction
- Go through classroom routines
  - Current or previous interview
- In each classroom routine, describe the following....
In Each Routine

- Engagement
- Independence
- Social relationships
- On a scale of 1-5, how good is the fit between the child and the routine?
Key Features (cont.)

- Remind the family of concerns arising during the interview
- Ask the family to identify those they want the team to work on
- End up with 6-10 goals
Integrated Specialized Services
**Integrated Therapy and Special Education**

- Needed so interventions are exchanged between specialists and regular teachers.
- Use approaches called *individualized within routines* and *group activities*—the most effective (McWilliam, 1996).
Integrated Specialized Services

DEFINITION
When therapy and specialized instruction occur in the classroom with other children usually present, and in the context of ongoing routines and activities.
Everybody’s Roles

- In this model,
  - The teacher’s primary role is to teach and care for children, including embedding individualized instruction in developmentally appropriate routines
  - The specialist’s primary role is to support caregivers through informational support (including demonstration of what to do with the child during regular routines), material support, and emotional support
Continuum of Service Delivery Models

- 1-on-1 pull-out
- Small-group pull-out
- 1-on-1 in classroom
- Group activity
- Individualized within routines
- Pure consultation
Integrated Special Education & Related Services

- Communicate about expectations
- Pay attention to each other
- Check in all the time about what’s working and what’s not
Research Findings

- Individualized within routines most effective, followed by group activity
- 4 times as much communication occurs in in-class methods vs. out-of-class methods
- It’s not just a location issue
Research Findings (cont.)

- Teachers more satisfied with integrated than pull-out
  - Especially when they like the therapist
- It can take parents over a year to acknowledge the benefits, if they are predisposed to segregated models
- ECSE is the most integrated, followed by OT
Most practitioners say their choice of method depends on the child.

In fact, after controlling for:
- Discipline
- Goals worked on
- Family choice of method
- Teacher characteristics

Child characteristics accounted for only 10% of the variance in choice.
Group Activity

- Location: In the classroom or wherever children and teachers are
- Presumed agenda: The specialist’s with some child initiation
- Activity: Developmentally appropriate with some practice
- Peer involvement: High
- Teacher’s role: Help and watch
Individualized Within Routines

- Location: In the classroom or wherever children and teachers are
- Presumed agenda: The child’s and teacher’s
- Activity: Developmentally appropriate; enhancing engagement
- Peer involvement: Depends on routine
- Teacher’s role: Help, watch, and demonstrate
Pure Consultation

- Location: In the classroom and sometimes elsewhere
- Presumed agenda: The teacher’s and specialist’s
- Activity: Discussion of needs, solutions, and evaluation
- Peer involvement: NA
- Teacher’s role: Discuss needs, solutions, and evaluation
Incidental Teaching
Embedded Interventions

- Needed so children benefit from interventions throughout daily routines, not just in sessions or lessons

- Specific practice: Incidental teaching, which can be used across
  - Domains
  - Types of disabilities
  - Routines
Embedded Interventions

- Goes beyond instruction
- “Incidental teaching” a good general skill
- The more functional the goal, the more embeddedness you’ll get
- The more severe the child’s disabilities, the harder to embed, slightly
How Does Incidental Teaching Work?

Child Engagement

Teacher Elicitation

Outcome/Goal

More Engagement

Higher Engagement
What Is Engagement?

- The amount of time a child spends interacting with the environment in a developmentally or contextually appropriate manner, at different levels of competence.
  - Busy
  - Participating
What Outcomes/Goals Can Be Addressed?

- Any, but the most functional ones are those that have applicability in the context where you’re trying to use incidental teaching.
  - What kinds of outcomes can be well addressed during circle time?
  - Meals?
  - Free play?
  - Outside?
  - Story?
What Does *More* Engagement Mean?

- Get the child to spend more time engaged in whatever you’re reinforcing.
- Object: More time.
- Why is it sometimes helpful for children to spend more time engaged during something?
What Does *Higher* Engagement Mean?

- Get the child to increase the complexity of his or her behavior on the same topic
Engagement Complexity

Persistence
Symbolism
Encoded Behavior
Constructive Behavior
Differentiated Participation
Focused Attention
Undifferentiated Behavior
Casual Attention
Nonengagement
Who Can Use Incidental Teaching?

- Teaching staff
- Volunteers & students
- Parents
What Happens Within the Incidental Teaching Episode?

That’s where the expertise of the teacher, with input from specialists, comes in:

- What behavior to elicit (B)
  - Approximation, changing criteria
- How to elicit the behavior (A)
  - How to fade prompts
- How to reinforce the behavior (C)
  - How to change the schedule and type of reinforcement
Focus on Teaching (cont.)

The three keys to successful teaching of diverse children at the approach and interaction levels

1. Use a high rate of incidental teaching for each child
   - Follow the child’s lead and scaffold towards a desired behavior or skill

2. Pay attention to the time delay (the delay between the task direction and the prompt), starting with 0 sec time delay

3. Embed the teaching in fun, developmentally appropriate, play-based activities
Implications of Using Good Teaching

1. Engagement is higher, and children can’t learn if they’re not engaged
2. Relative lack of structure WITHIN activities allows for maximal embedding and IT
3. Teachers spend a lot of time in individual interactions and little time in whole-group “lecturing.”
4. Children meet error contingencies in independent play but success contingencies during interactions with teachers (time delay)
Take-Home Message

1. Promote all children’s engagement
2. Ensure the child is engaged maximally in the activity
3. Use the zone defense schedule
4. Use high affect and low inappropriate redirecting
5. Have functional goals
6. Integrate specialized services
7. Promote incidental teaching