

**Participant Handouts/  
Resources**

**&**

**Considerations for the  
Supervisor**

**Module 1: The Routines-  
Based Interview process**






## Individual Family Service Plan (IFSP)

# The Routines Based Interview (RBI)

Completing the "Your Family" section of the IFSP

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## Presentation Goals

### Your Family

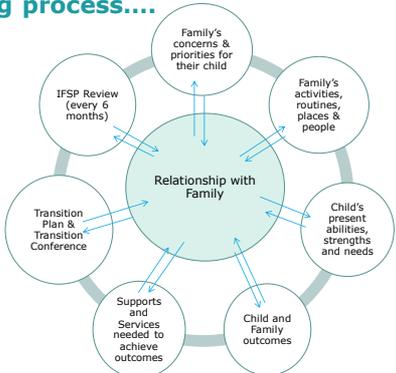
- Understand importance of RBI
- Children learn during routines
- RBI information gathering
- Identifying concerns

**Quality**



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## Building the Relationship: It is an ongoing process...



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## Children Learn through Incredible Amounts of Practice!

- The amount of a toddler's experience with walking is the **only predictor of improved proficiency**
- Toddlers practice walking for more than 6 hours daily
- Average 500 – 1500 steps per hour
- 9000 steps per day (length of 29 football fields!)



Adolph, K. E., Vereijken, B., & ShROUT, P. E. (2003). What Changes in Infant Walking and Why. *Child Development*, 74(2), 475-97.

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## Mastery



**Mastery of functional skills occurs through high-frequency, naturally occurring activities in a variety of settings that are consistent with family and community life**

Shelden, M. L., & Rush, D. D. (2001). The ten myths about providing early intervention services in natural environments. *Infants & Young Children*, 14(1), 1-13.

Durst, C. J., & Bruder, M. B. (1999). Family and community activity settings, natural learning environments, and children's learning opportunities. *Children's Learning Opportunities Report*, 1(2).

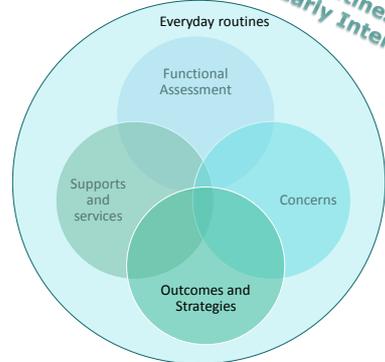
Durst, C. J., Bruder, M. B., Trivette, C. M., Hamby, D., Raab, M., & McLean, M. (2001). Characteristics and consequences of everyday natural learning opportunities. *Topics in Early Childhood Special Education*, 21(2), 68-82.

Durst, C. J., Bruder, M. B., Trivette, C. M., Raab, M., & McLean, M. (2001). Natural learning opportunities for infants, toddlers, and preschoolers. *Young Exceptional Children*, 4(3), 19-25. (Erratum in *Young Exceptional Children*, 4(4), 25)

Durst, C. J., Hamby, D., Trivette, C. M., Raab, M., & Bruder, M. B. (2002). Young children's participation in everyday family and community activity. *Psychological Reports*, 91, 875-897.

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## Everyday routines



**Routines Based Early Intervention**

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## Routines Based Interviewing

- Prepare families to report on routines.
- Families report on their routines.
- If a childcare provider is involved, ask that provider about routines during their time with the child.
- Review concerns and strengths based on the interview.
- Family selects priority areas



McWilliam, R.A., & Clingempeel, Beth (2003) *Functional Intervention planning: The Routines Based Interview*. National Individualizing Preschool Inclusion Project. Vanderbilt Medical Center

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## Routines Based Interviewing- Preparing Families

Examples of ways to explain why we conduct the RBI

Ask for Permission

- **In exploring routines, we learn more about how your concerns impact daily life.**
- We learn what the family is already doing and where the successes and challenges are in daily life.

**Instead of setting aside time during your busy day to address concerns with your child, we will try to embed "interventions" into activities you are already doing. We begin to get a better picture of your family and an understanding of how you spend your day. We learn what the child and family really enjoy so that we can incorporate service strategies into those activities, making it fun for everyone..**

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## Routines Based Interviewing- Preparing Families



➤ Prepare families to report on routines.

- Families report on their routines.
- If a childcare provider is involved, ask that provider about routines during their time with the child.
- Review concerns and strengths based on the interview.
- Family selects priority areas

McWilliam, R.A., & Clingenpeel, Beth (2003) Functional Intervention planning: The Routines Based Interview. National Individualizing Preschool Inclusion Project. Vanderbilt Medical Center

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## Routines Based Interviewing- Discussing Routines



➤ Prepare families to report on routines.

- Families report on their routines.
- If a childcare provider is involved, ask that provider about routines during their time with the child.
- Review concerns and strengths based on the interview.
- Family selects priority areas

Beginning the Interview

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## Lesson 2

# The Routines Based Interview (RBI)

Completing the "Your Family" section of the IFSP

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## Routines Based Interviewing- Discussing Routines

- Prepare families to report on routines.
- Families report on their routines.
- If a childcare provider is involved, ask that provider about routines during their time with the child.
- Review concerns and strengths based on the interview.
- Family selects priority areas

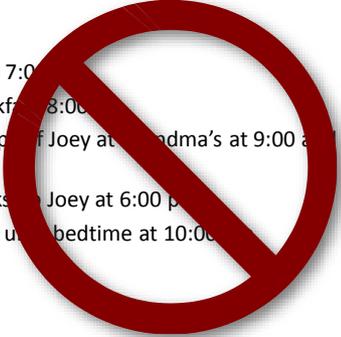


Family has  
"no concerns"

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### Schedule???

- Wakes up 7:00
- Eats breakfast 8:00
- Mom drops off Joey at grandma's at 9:00 and goes to work
- Mom picks up Joey at 6:00 p
- Watch TV until bedtime at 10:00



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### Routines Based Interviewing- Discussing Routines

For every routine:

1. What is everyone doing?
2. What is the child doing?
3. How engaged is the child? (does he participate/enjoy routine?)
4. What can child do by himself?
5. How does the child socialize/relate during the activity?
6. How satisfactory is this routine?



*McWilliam, R.A., & Clingenpeel, Beth (2003) Functional Intervention planning: The Routines Based Interview. National Individualizing Preschool Inclusion Project. Vanderbilt Medical Center*

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### Routines Based Interviewing- Discussing Routines

For every routine:

- Open ended questions
- No Assumptions
- Follow up questions
- Obtain enough information to allow IFSP team to visualize the routine



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### Routines Based Interviewing- Discussing Routines

- During the interview, the family is supported in identifying routines that are working well and routines where they have concerns.

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## Routines, Routines, Routines

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Family Infant  
Toddler Program

For every routine:

1. What is everyone doing? **PLAYTIME**
2. What is the child doing? **Bedtime**
3. How engaged is the child? (does he participate/enjoy routine?) **DRESSING/**
4. What can child do by himself? **DIAPERING**
5. How does the child socialize/relate during the activity?
6. How satisfactory is this routine?

◦ **Bathing** **Waking up.** **Meals & Snacks**

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## Lesson 3

# The Routines Based Interview (RBI)

Completing the "Your Family" section of the IFSP

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Toddler Program

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## Routines Based Interviewing- Discussing Routines-Childcare

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Family Infant  
Toddler Program

- Prepare families to report on routines.
- Families report on their routines.
- If a childcare provider is involved, ask that provider about routines during their time with the child.
- Review concerns and strengths based on the interview.
- Family selects priority areas



McWilliam, R.A., & Clingenpeel, Beth (2003)  
Functional Intervention planning: The Routines Based Interview. National Individualizing Preschool Inclusion Project. Vanderbilt Medical Center

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## Routines Based Interviewing- Reviewing Concerns & Strengths

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Family Infant  
Toddler Program

- Prepare families to report on routines.
- Families report on their routines.
- If a childcare provider is involved, ask that provider about routines during their time with the child.
- Review concerns and strengths based on the interview.
- Family selects priority areas



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## Routines Based Interviewing- Selecting Priorities

- Prepare families to report on routines.
- Families report on their routines.
- If a childcare provider is involved, ask that provider about routines during their time with the child.
- Review concerns and strengths based on the interview.



McWilliam, F.A., & Clingerpeel, Beth (2003) *Functional Intervention planning: The Routines Based Interview*. National Individualizing Preschool Inclusion Project. Vanderbilt Medical Center.

➤ Family selects priority areas

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## Your Family

Everyday routines, activities, places, and people in your life

Young children learn best through routines and activities that they are interested in and participate in often. It is helpful for us to know where and how your child regularly spends time so that we can develop this plan. As you and your Family Service Coordinator talk about your daily routines, she/he will summarize that information below.

| Typical Daily Routines and Activities | Describe what your child does during this activity and who participates.   | <ul style="list-style-type: none"> <li>• What do you and your child enjoy about this activity?</li> <li>• What makes this routine/activity challenging or difficult?</li> </ul> |
|---------------------------------------|--|---|
|                                       | <ul style="list-style-type: none"> <li>•What's everyone doing? (who is participating in the activity)</li> <li>•What's the child doing? What's his engagement like? What's his independence like? How is he relating to others during routine</li> </ul> | <ul style="list-style-type: none"> <li>•How satisfactory is this routine?</li> <li>•What makes it difficult or challenging?</li> <li>•What would make it better?</li> </ul>     |
|                                       |  |   |
|                                       |  |   |

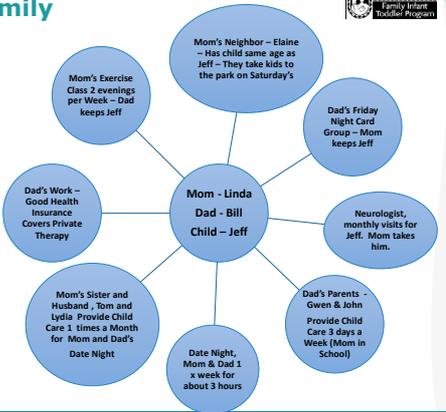
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## "Your Family" Resources

- Who are the people who are routinely in the child's life and what role do they play (e.g., siblings, grandparents, aunts & uncles, child care provider, baby sitter)?
- Who are the people who support the parent and what role do they play?
- What other agencies/organizations (e.g., medical provider, WIC, place of worship, support group) that support the family?

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## Your Family



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### Example of Completed "Your Family" Section of IFSP

**Your Family**  
Everyday routines, activities, places, and people in your life.

**Typical Daily Routines and Activities**

**Waking-up**

Describe what your child does during this activity and who participates.

Mom gets up when she hears Jeff cry or vocalize 'ah' sounds. Brings Jeff into TV room, changes diaper, turns on a cartoon while she makes Jeff's breakfast.

What do you and your child enjoy about this activity?  
What makes this routine/activity challenging or difficult?

Jeff really enjoys watching the cartoon and listening to the music. Mom really enjoys watching Jeff wake up and see him smile.

Jeff is not able to hold his head up and is a 'dead weight'. A plastic dish or the parents/grandparents' arms is used to keep his head and face out of the water.

Jeff really enjoys his bath. He likes a bubble bath and likes to have his mom or grandma talk to him about what is happening.

Lifting him out of the tub is difficult.

Getting dressed is difficult because Jeff cannot provide any assistance. When his diaper is changed, he can get very 'rigid' and makes 'jerky' movements with his legs. Jeff complains during diaper changes by crying and making faces.

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### Example of Completed "Your Family" Section of IFSP

**Your Family**  
Everyday routines, activities, places, and people in your life.

**Typical Daily Routines and Activities**

**Bathing/Dressing**

Describe what your child does during this activity and who participates.

Mom bathes Jeff on Tuesday and Thursday and gets him dressed. Mom goes to school on Monday, Wednesday, and Friday and Grandma stays with Jeff and bathes him and gets him dressed on those days. Dad bathes Jeff on the weekend.

What do you and your child enjoy about this activity?  
What makes this routine/activity challenging or difficult?

Bath time is difficult for Mom and Grandma as Jeff is not able to hold his body up and is a 'dead weight'. A plastic dish or the parents/grandparents' arms is used to keep his head and face out of the water.

Jeff really enjoys his bath. He likes a bubble bath and likes to have his mom or grandma talk to him about what is happening.

Lifting him out of the tub is difficult.

Getting dressed is difficult because Jeff cannot provide any assistance. When his diaper is changed, he can get very 'rigid' and makes 'jerky' movements with his legs. Jeff complains during diaper changes by crying and making faces.

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### Example of Completed "Your Family" Section of IFSP

**Your Family**  
Everyday routines, activities, places, and people in your life.

**Typical Daily Routines and Activities**

**Mealtimes**

Describe what your child does during this activity and who participates.

Jeff likes food. Food has to be soft enough for him to chew and swallow.

Mom or Grandma feed Jeff on the couch. Holds Jeff and positions his head and body so he can eat. Feeds Jeff bites of soft foods.

He drinks a bottle after breakfast and usually falls asleep and sleeps for about 1 hour either on a rug on the floor or in his crib.

Often falls asleep while eating. Takes a bottle after lunch. Falls asleep after lunch and sleeps for 1 to 2 hours. Parents and grandparents will position him on the couch with pillows so his head is upright and he can sleep.

Drinks a bottle after dinner. Will fall asleep for about 30 minutes and then wakes up.

What do you and your child enjoy about this activity?  
What makes this routine/activity challenging or difficult?

Jeff is not able to feed self. He is a slow eater and sometimes falls asleep while eating. It takes a lot of energy for him to open his mouth, chew, and swallow.

Positioning him so he can eat is an issue. Jeff was fed through a G-tube for three months. He has reflux and it is important to keep him upright following a feeding but this is difficult because he falls asleep and is a 'heavy, dead weight.'

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### Example of Completed "Your Family" Section of IFSP

**Your Family**  
Everyday routines, activities, places, and people in your life.

**Typical Daily Routines and Activities**

**Mealtimes**

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Drinks a bottle after dinner. Will fall asleep for about 30 minutes and then wakes up.

What do you and your child enjoy about this activity?  
What makes this routine/activity challenging or difficult?

Jeff is not able to feed self. He is a slow eater and sometimes falls asleep while eating. It takes a lot of energy for him to open his mouth, chew, and swallow.

Positioning him so he can eat is an issue. Jeff was fed through a G-tube for three months. He has reflux and it is important to keep him upright following a feeding but this is difficult because he falls asleep and is a 'heavy, dead weight.'

**What are your most important concerns, difficulties or challenges that your child and/or family experiences during daily routines or other concerns, difficulties or challenges that you would like us to help you address in the IFSP?** It may be helpful for us to review your child's most recent assessment information as well.

Difficult to put and keep Jeff in a position that allows him to at least look at what is going on around him. We need lots of help with this. We also need ways to better communicate with Jeff. Since he cannot hold his head up, it is really hard to talk with him about what is happening. He can only communicate with us by smiling, laughing, vocalizing sounds such as 'ah', and crying. We also want Jeff to start reaching for things like food, the dog, or a toy. We would like him to touch and hold things. We can't tell how much Jeff is understanding what is said to him unless Jeff looks at the person or object being talked about. We have no way of knowing what Jeff wants or needs and we have to interpret his looks, smiles, sounds, and crying. It seems we are just doing things to Jeff (such as dressing him) without talking enough about what it is happening, why we are doing it, etc. We try to talk with him about what we are doing but we are not doing this enough. We need help on how to bring Jeff with us (such as to the grocery store). He can't hold his head up and we need to know how to best support his body during these kind of activities.

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### Example of Completed "Your Family" Section of IFSP

By understanding who plays an important role in your child and family's lives, we can better include the people who routinely support your child and family as we develop this plan.

**Who are the people who are routinely in your child's life and what role do they play (e.g., siblings, grandparents, aunts & uncles, child care provider, baby-sitter)?**

Grandma (Dad's mom) comes M, W, and F and stays with Jeff while Mom goes to school. Grandma will take Jeff to doctor and dentist appointments if needed.  
 Next door neighbor and her son Eric go to the park with Jeff and mom on Saturdays.  
 Mom's parents will come over several times a week. Mom's mom helps by staying with Jeff so mom can go grocery shopping.  
 Dad has a group of friends that he plays cards with on Friday nights while mom keeps Jeff.  
 Dad does the evening story and bottle with Jeff so mom can study. Dad also does the nebulizing treatments.

**Who are the people who support you as a parent and what role do they play?**

Both sets of grandparents give us support and encouragement and come stay with Jeff when needed. Our friends who listen when we feel stressed and who help us keep our sense of humor.

**What other agencies/organizations (e.g., medical provider, WIC, place of worship, support group) that support your family?**

Jeff's doctors who helped save his life, get him home, and keep him as healthy as possible. Jeff has private PT and speech therapy.

**Would you like us to help you to learn about or identify other resources, services or support (e.g., assistance with housing, utilities, finding a pediatrician, child care, respite). If yes, which one?**

Not at this time

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### Example of Completed "Your Family" Section of IFSP

## Routines Based Early Intervention



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| Your Family  |  | Everyday routines, activities, places, and people in your life   |  |
|--|--|--|--|
| <p>Young children learn best through routines and activities that they are interested in and participate in often. It is helpful for us to know where and how your child regularly spends time so that we can develop this plan. As you start your Family Service Coordinator fill about your daily routines, then he will summarize that information below.</p> |  |  |  |
| Typical Daily Routines and Activities  | Describe what your child does during this activity and who participates.   | What do you and your child enjoy about this activity? What makes this routine/activity challenging or stressful? | What do you and your child enjoy about this activity? What makes this routine/activity challenging or stressful? |
| Getting Ready  | We get up early around 6am so that we can get everybody (mom, dad, Geneva, 2 other sisters) ready for work and school. Geneva usually wakes up happy and then to pull the blankets off of her sisters to wake them up. She will help with getting dressed (e.g., pull arms into sleeves). Sometimes she will not be dressed at home and sometimes she won't eat breakfast until she gets to school. It depends on how crazy the morning is at home.  | Geneva really likes to interact with her siblings in the morning.  | Geneva really likes to interact with her siblings in the morning.  |
| Mealtime at Child Care   | Geneva will typically push to the counter if she is hungry. The daycare staff will let her walk to the table. Geneva will sometimes start the drink with snack and then get it out. She is not drinking during mealtimes and she will push around snack off of her tray. The children bring lunch from home so many snacks that she knows Geneva will not finish. Geneva typically wants to get out of her seat before she is finished eating.   | Geneva really likes to interact with her siblings in the morning.  | Geneva really likes to interact with her siblings in the morning.  |
| Free Play at Child Care  | Geneva typically enjoys songs, music and doing crafts, cutting dolls and pushing them in strollers. Geneva's current favorite song is "Bunch on the Bus" and she will imitate several of the hand motions in the song. She enjoys the water table and seems to be able vocal during this time, including imitation of some sounds such as "the bus beep". She is comfortable with familiar staff but will withdraw and be more "shy" with new staff in the room.   | Geneva really likes to interact with her siblings in the morning.  | Geneva really likes to interact with her siblings in the morning.  |
| Dinner at Home   | The girls do their homework at the table while mom starts to make dinner around 5:30. Geneva sits at her high chair during this time and will toy with some food and "bang" with spoon. Once dinner is ready, Geneva is given food right away while everyone else is getting ready for dinner and coming to the table. She is alone in my through for dinner by the time everyone else starts to eat. Geneva will want to be alone and she will not eat. She will want to be alone and she starts to grab other people's food. She also likes to throw her food and enjoy cup when she finishes and then she will push at it to get it back. It's like a game. | Geneva really likes to interact with her siblings in the morning.  | Geneva really likes to interact with her siblings in the morning.  |
| Bed Time   | Geneva has a bath almost every night just before bed. She has a lot of colorful dolls that she plays with in the tub and often and stays are all in the bathroom singing songs like Old MacDonald. Geneva likes to try and make some of the animal noises for the song and she will also play games like Furry Cakes and "Milk's your aunt".   | Geneva really likes to interact with her siblings in the morning.  | Geneva really likes to interact with her siblings in the morning.  |

### Summary of RBI Presentation

- Children learn through lots of practice.
- The success of intervention strategies are dependent on being embedded in family routines.
- Information is gathered through routines based interviewing
  - Routines must be explored thoroughly
  - Learn what is working and what is not working.
  - What are family's concerns and priorities

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## Summary of RBI Presentation

### Services Focus on Successful Participation

- Services should strengthen family and caregivers capacity to use multiple routines and activities as learning opportunities
- Successful participation = learning and practice = **mastery of skills**



Adapted from: Developing High Quality, Functional IFSP Outcomes/IEP Goals Training Package. Retrieved from <http://www.nectac.org/knowledgepath/ifspoutcomes-iepgoals/ifspoutcomes-iepgoals.asp>.

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## Summary of RBI Presentation

### Parents and Caregivers Influence Learning

- **What happens between intervention visits is most critical for learning**
- **The consistent adults in a child's life have the greatest influence on the child's learning and development – not providers**
- **All families/caregivers have strengths and capabilities that can be used to help their child develop and learn**

Adapted from: Developing High Quality, Functional IFSP Outcomes/IEP Goals Training Package. Retrieved from <http://www.nectac.org/knowledgepath/ifspoutcomes-iepgoals/ifspoutcomes-iepgoals.asp>.

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## Follow up Activities to Consider to Increase your Knowledge & Skills!



- Plan a session with another colleague to practice your interviewing skills. Use **Conversation Starters to use during a Routines Based Interview**, to guide the conversation.
- Use the **RBI Quick Guide** on your next visit with a family to help you organize the conversation.

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## Quick Guide for a Routines Based Interview

Use this checklist to guide your conversation with the family when conducting a RBI and to complete the IFSP process.

- 🗨️ Explain to the family the purpose of the Routines Based Interview and how this information will guide the development of IFSP outcomes and strategies.
- 🗨️ Ask about any concerns the parent/caregiver may have at this time.
- 🗨️ Begin by asking about the day to day life of the family:
  - “What is a typical day like for you?”
  - “How does your day start?”
- 🗨️ Follow the family’s description of their day to learn about:
  - What the child is **doing** (in each routine or part of the day).
  - What’s **working** for the child and parent/caregiver within that routine?
  - What does the child **enjoy**?
  - What **social** opportunities does the activity/routine provide?
  - What are the child’s **reactions** to this specific routine, time of day, activity or place?
  - What are the child’s **developmental capacities and needs**?
  - What are the **stressful/challenging** parts of the day?
- 🗨️ Review what you have discussed with the parent. Look at your notes together.
- 🗨️ Make a list of the key issues that have been discussed:
  - Concerns mentioned (medical, physical, financial, developmental, etc)
  - Questions the parent may have
  - Unresolved issues
  - Family needs
- 🗨️ Review this list together with the parent and select 2-3 items. These can be considered the top priorities that will be addressed in the IFSP.
- 🗨️ Explain to the parent/caregiver that there may be other priority areas identified after the evaluation.
- 🗨️ Share the information from the RBI with the rest of the transdisciplinary team according to your agency’s procedures.
- 🗨️ Begin to use the information from the RBI to develop IFSP.

## Ask these Reflective Questions to Support the Learner...

- What do you know about the Routines-Based Interview?
  - ◇ NOTE: Does the participant explain the purpose of the RBI? Does (s)he describe the importance of learning about the family's routines in terms of intervention?
- Considering what you learned in the modules, how might you introduce the RBI to a family?
  - ◇ NOTE: You may want to have the participant actually role play these pieces with you and/or other staff members to have some practice before trying it themselves
- What do you think might be the biggest barrier for you to effectively complete this process with a family?
  - ◇ NOTE: How can you, as the supervisor, support the participant in overcoming this barrier?

## Consider these questions for yourself as a supervisor...

- ◇ What additional information/support do I need so that I can effectively mentor my staff in conducting a successful RBI with a family?
- ◇ How can I explore how this process is going for staff during the initial training and mentoring processes? Later on after they have been doing this for a while?
- ◇ How do I support ALL staff in understanding their roles and the ways in which they can ALL gather information from the families during every interaction?

## Consider these questions for your program structure/processes...

- How is the RBI described/discussed in our program?
  - ◇ NOTE: Does this description match the information from the modules?
  - ◇ If not, what can our program do to shift our practice to reflect this process?
- How do we support new staff in experiencing this process in a structured and logical manner that allows them to learn quality practices from the beginning?
  - ◇ Do we have them observe with a "vetted" staff member, take the online modules, observe again and debrief the process before asking them to practice and/or complete a "live" RBI?
- How can our program look at this process from the perspective of a Continuous Quality Improvement process?
  - ◇ What resources might we need to do this?



## Conversation Starters to use During a Routines Based Interview

### General questions:

1. Tell me how your day begins?
2. Who lives in your home?
3. Who works in the family? Is anyone home during the day?
4. Where is the child during the day? Where does he/she spend most of his/her day?
5. With whom does your child spend a majority of his/her day?
6. How long have you lived here in this community?
7. Are there other agencies/programs that provide assistance to your family?

### Questions to ask about dressing:

1. How does dressing go for you and your child?
2. Who helps your child with dressing?
3. How involved is your child with dressing?
4. What kind of communication goes on during dressing? Can your child follow simple instructions or commands such as....?
5. Do you give your child choices about what to wear? Ask for a description.

### Questions to ask about meal times:

1. Can you describe mealtimes for me?
2. Who usually helps your child with eating?
3. What are some of his/her favorite foods? What foods does he/she dislike?
4. Does he/she have any difficulty with eating (swallowing, chewing)?
5. What are other family members doing during meal times?
6. How involved is your child with feeding him/herself? Ask for a description of what the child can do.
7. How does your child tell you what he/she wants or that he/she is finished?
8. Are there any challenges around mealtimes? What would make it easier for you and your child?

### Questions to ask about going places:

1. What are some places you and your child enjoy going to?
2. How do you get your child ready to go out?
3. Who helps with getting your child ready?
4. How does your child respond to going out to new places?
5. Are there any places that your child does not like to go to?
6. Are there any challenges to going places with your child?

## Module 1: RBI

### Questions to ask about playtime/hanging out:

1. What do you and your child enjoy doing at home when you're just hanging out?
2. What does your child enjoy playing or doing?
3. What are his/her favorite toys, activities, TV shows, etc.?
4. How does your child let you know what he wants to do or when he wants to interact with you or other family members?
5. Does your child have opportunities to interact with other children?
6. How does your child interact when playing with other children?

### Questions to ask about bath time/toileting/diapering:

1. Who usually helps your child with bathing/toileting/diapering?
2. How does your child respond to these activities? Are these challenging parts of the day for you?
3. How involved is your child with these activities? Does he/she help to wash, help to undress/dress, etc.?

### Questions to ask about special events the family likes to do or is engaged in during the year:

1. Are there any special activities you and your family like to do together? What time of the year does this happen?
2. Are there any cultural events/activities you and your family participate in?
3. How involved is your child in these activities? How is this working for you and your family?
4. Are there any times of the year that are especially busy and/or stressful for your family?
5. Are there any days during the week that you and your family are involved with cultural/community activities?

## Ask these Reflective Questions to Support the Learner...

- How can you use these questions to create a dialogue with the parent?
  - ◇ NOTE: “How “ we ask the questions matters—can the participant use the checklist items as a “jumping off” point to start creating a conversation with a parent?
- What are some other ways you might get information during the RBI without asking questions?
  - ◇ NOTE: How skilled is the participant at observation?
- What other things might be helpful to know about daily routines?
  - ◇ NOTE: Can the participant think beyond the checklist?

## Consider these questions for yourself as a supervisor...

- ◇ What supports and resources can I provide to staff in order to help them build skills in interviewing families?
- ◇ How can I create opportunities for staff in becoming more skilled in using the RBI to create conversations with families?
- ◇ How can I support staff in using observational skills during the RBI?

## Consider these questions for your program structure/processes...

- What is our understanding of the RBI as a process in our program?
  - ◇ NOTE: Are we all in agreement?
  - ◇ If not, how can we get there?
- Do we all agree on the purpose and the value of the RBI?
- Do we understand how to use the information gathered in the RBI?
  - ◇ Is this information reflected the strategies and outcomes of the IFSP?
  - ◇ What resources might we need to do this?

## Resources and References:

### **A relationship based approach to early intervention**

Edelman 2004. *Resources & Connections* July-September, 2004. Volume 3, Number 2  
[http://cacenter-ecmh.org/wp/wp-content/uploads/2012/03/relationship\\_based\\_approach.pdf](http://cacenter-ecmh.org/wp/wp-content/uploads/2012/03/relationship_based_approach.pdf)

### **The National Individualizing Preschool Inclusion Project**

Robin Mc William has developed the Routines-based Interview and other materials to gather information from families and preschool teachers about daily routines and activities. Supporting materials are available on the Vanderbilt Children's Hospital website.

(downloaded 6/11/09) <http://www.siskin.org/www/docs/112.190/>

- **Routines-Based Assessment and Intervention Planning Checklist**
- **Routines-Based Interview Report Form (January 2006)**
- **Scale for Assessment of Family Enjoyment within Routines (SAFER)**
- **Scale for the Assessment of Teachers' Impressions of Routines Engagement (SATIRE)**
- **McWilliam Goal Functionality Scale II (GFS II)**

### **Questions for Eliciting Family Interests, Priorities, Concerns, and Everyday Routines and Activities**

Anne Lucas (NECTAC, 2005) gathered information based on a literature review that yielded typical questions a service provider may consider using in conversations with families.

[http://www.ectacenter.org/~pdfs/topics/families/questions\\_family\\_interests.pdf](http://www.ectacenter.org/~pdfs/topics/families/questions_family_interests.pdf)

### **Family Guided Routines Based Intervention**

The section describing the FGRBI model includes #2 Routines based Assessment in Natural Environments. <http://fgrbi.fsu.edu/>

### **Family guided Approaches to Early intervention Training and Services (FACETS)**

This project focuses on natural environment and family guided intervention. Module 2 of the training modules has resources for learning about the child and family.

<http://facets.lsi.ku.edu/>

## Ask these Reflective Questions to Support the Learner...

- How do you help parents feel comfortable with the RBI questions?
  - ◇ NOTE: How can you help the participant understand the RBI process in the context of relationship?
- What are some things you feel most families need in order to feel safe in sharing this information with you?
  - ◇ NOTE: How can you support the participant in thinking about what it's like to be a parent during the RBI process?
- Have you experienced "getting stuck in this process"? If so, why?

## Consider these questions for yourself as a supervisor...

- ◇ What skills are needed in order to conduct an effective RBI and build relationships? How do I model these skills in my own interactions with staff?
- ◇ How can I support staff in seeing the value of developing and using these skills beyond the RBI?
- ◇ How can I continue to provide opportunities for staff to practice these skills?

## Consider these questions for your program structure/processes...

- How do we communicate effectively in our program?
  - ◇ NOTE: Do we communicate with each other in the same ways we want staff to communicate with families?
- Are there opportunities to reflect on this process together as a team?
  - ◇ If not, can we build in opportunities to do this?
- Question
  - ◇ What resources might we need to do this?