

Engagement of Every Child in the Toddler or Preschool Classroom

Robin McWilliam, Ph.D.

Siskin Center for Child and Family Research

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**UCP Nassau Co.
Mar. 20, 2009**

**Cromwell, CT
Dec. 18-19, 2007**

**Altoona, WI
Aug. 6-7, 2007**

Contact

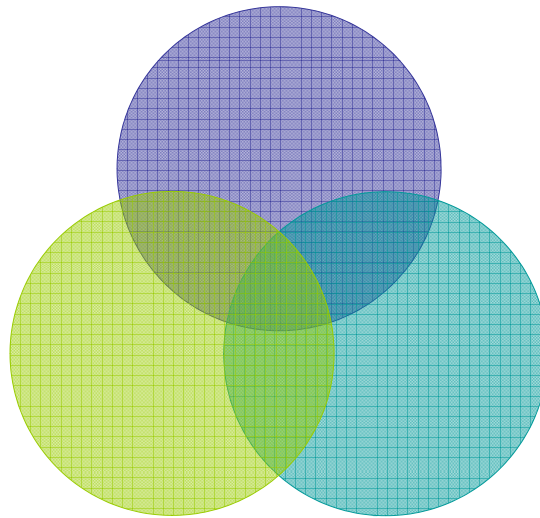
- Robin.McWilliam@Siskin.org
- www.SiskinResearch.org
- E-mail if interested in visiting a demonstration of the model to be described, in Chattanooga, TN

Outline

- Needs assessment for IFSP/IEP development
- Goal writing
- Integrated therapy/ECSE
- Teaching methods
- Organization of adults
- Room arrangement
- Data collection
- Behavior management

*Evidence-Based
Practices*

Service



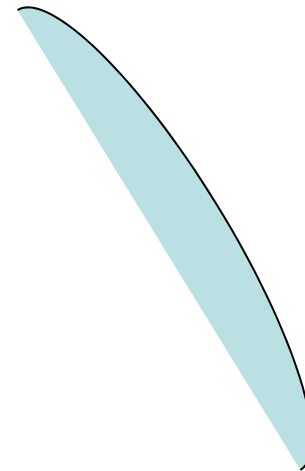
Research

Demonstration

Engagement

Classroom

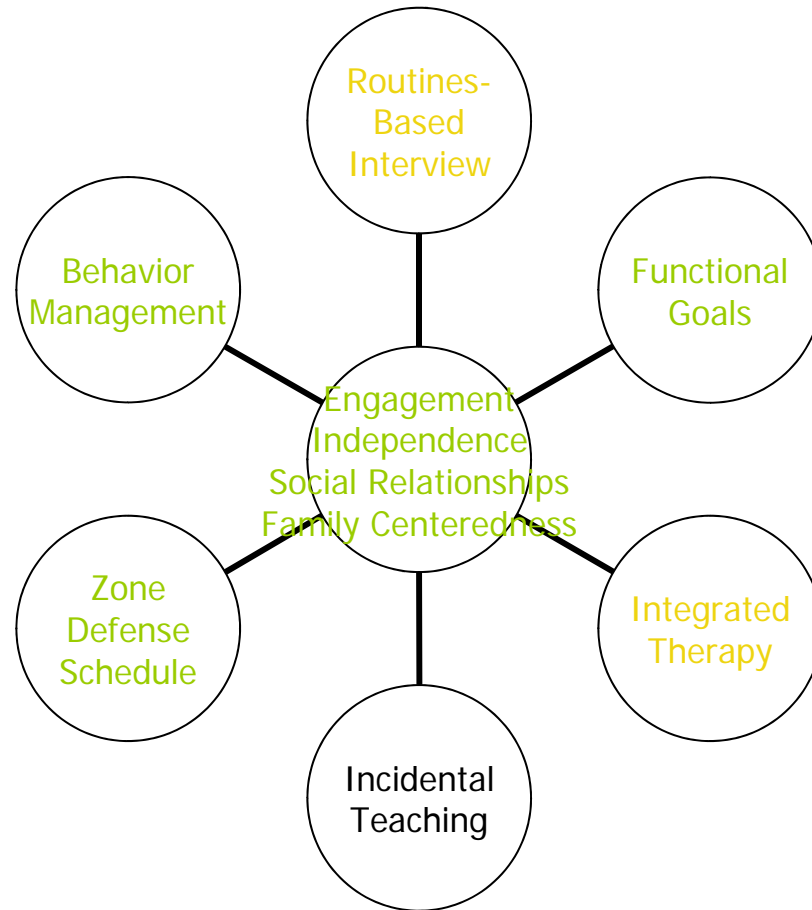
Model



Characteristics of Demonstration-Quality Programs

- High level of fidelity to a model
 - Not “eclectic”
- Continuous improvement
 - Staff constantly seek to innovate and improve
 - Not afraid or tired of change
- “Community of practice”
 - Staff have access to information
 - Staff have major input into what should be studied

The Engagement Classroom Model



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

7 Steps to Writing Functional, Measurable Child-Level Outcomes

1. Read the informal functional outcome
2. Determine the routines involved
3. Write “[The child] will participate in [those routines]”
4. Write “...by _____ing,” inserting the desired behavior
5. Consider *We will know this when he or she _____* and add a measurable acquisition criterion
6. Add a generalization criterion
7. Add the criterion specifying the amount of time over which the behavior needs to be displayed (e.g., “in one week”)

Using verbs and nouns

- Needed in meal times, small group activities, car
- Parents said, “Longer sentences”
- Deshawn will participate in meal times, small-group activities, and car rides by using verbs and nouns together.
- We will know he can do this when he uses noun-verb-noun combinations in at least two of these activities (routines) for 5 consecutive days

Initiating interactions with other children

- Needed on playground, in free play, and at community park
- Parent said, “Go up to other kids and play”
- Colin will participate in playground time, free play at school, and at the community park by going up to other kids to start play.
- We will know he can this when he initiates play with at least one child in all three settings (routines) in one week.

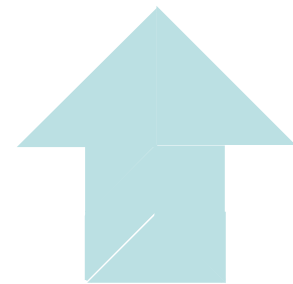
Integrated Specialized Services

DEFINITION

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

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



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

Research Findings (cont.)

- 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

Incidental Teaching

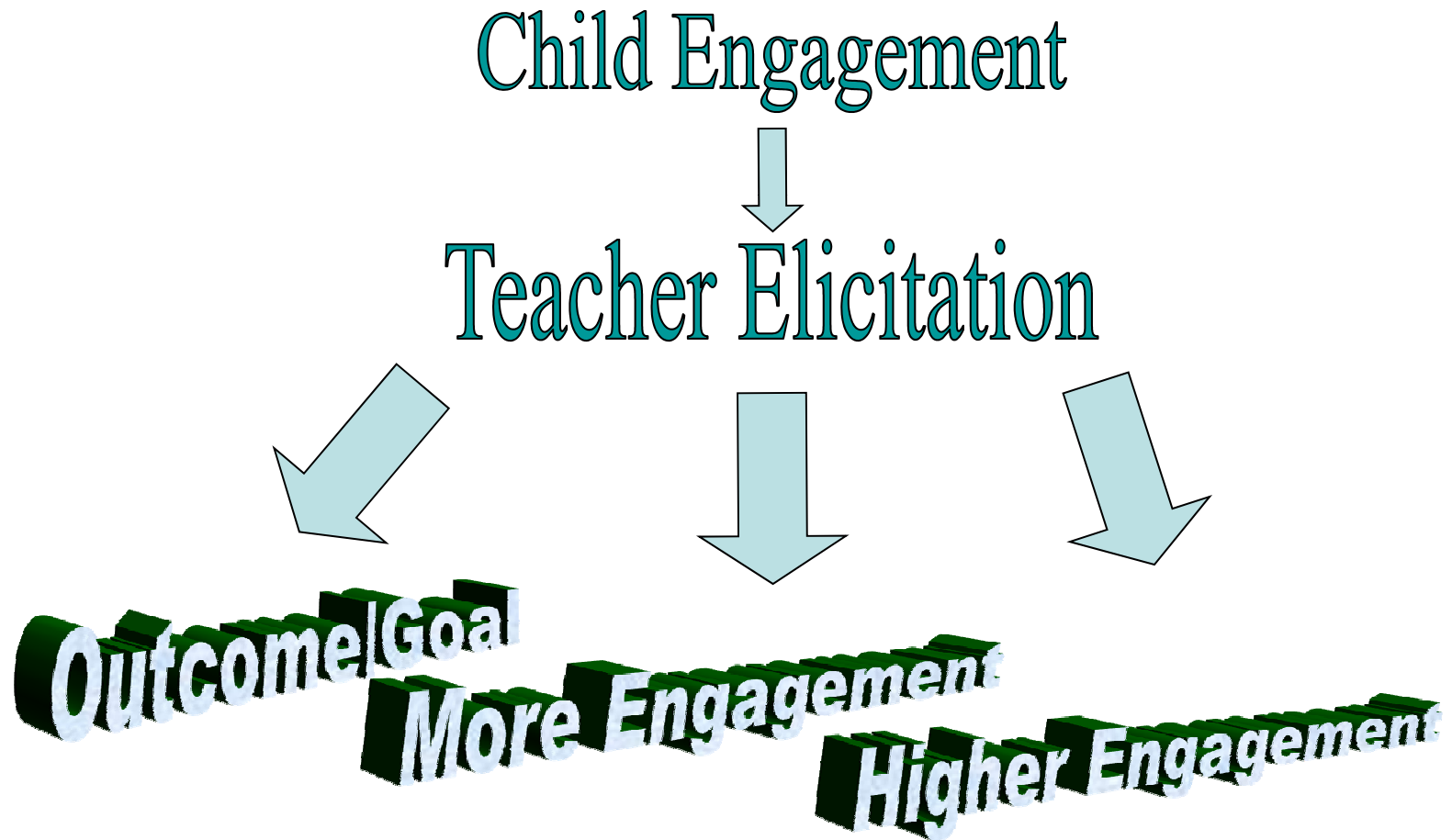
Embedded Interventions

- 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?



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

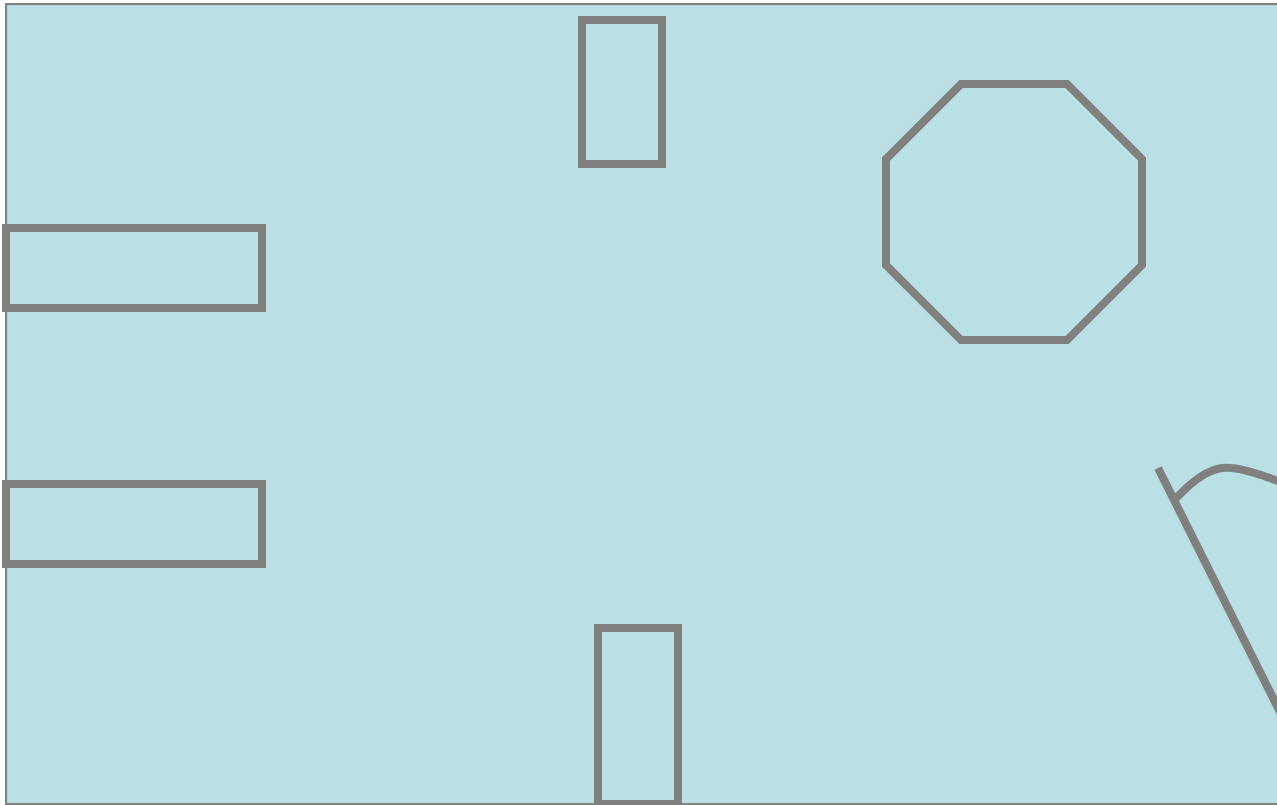
Time	Person 1	Person 2
8:00-8:15	Arrival	Set Up
8:15-8:30	Set Up	Story
8:30-8:45	Free Play	Set Up
8:45-9:00	Set Up	Circle
9:00-9:15	Small Toys	Set up
9:15-9:30	Set Up	Centers
9:30-9:45	Set Up	Centers
9:45-10:00	Snack	Set Up
10:00-10:45	Set Up	Bathroom and Outside/Hallway
10:45-11:00	Music	Set Up
11:00-11:15	Set Up	Art

Time	Person 1	Person 2	Person 3
8:00-8:15	Arrival	Set Up	Arrival
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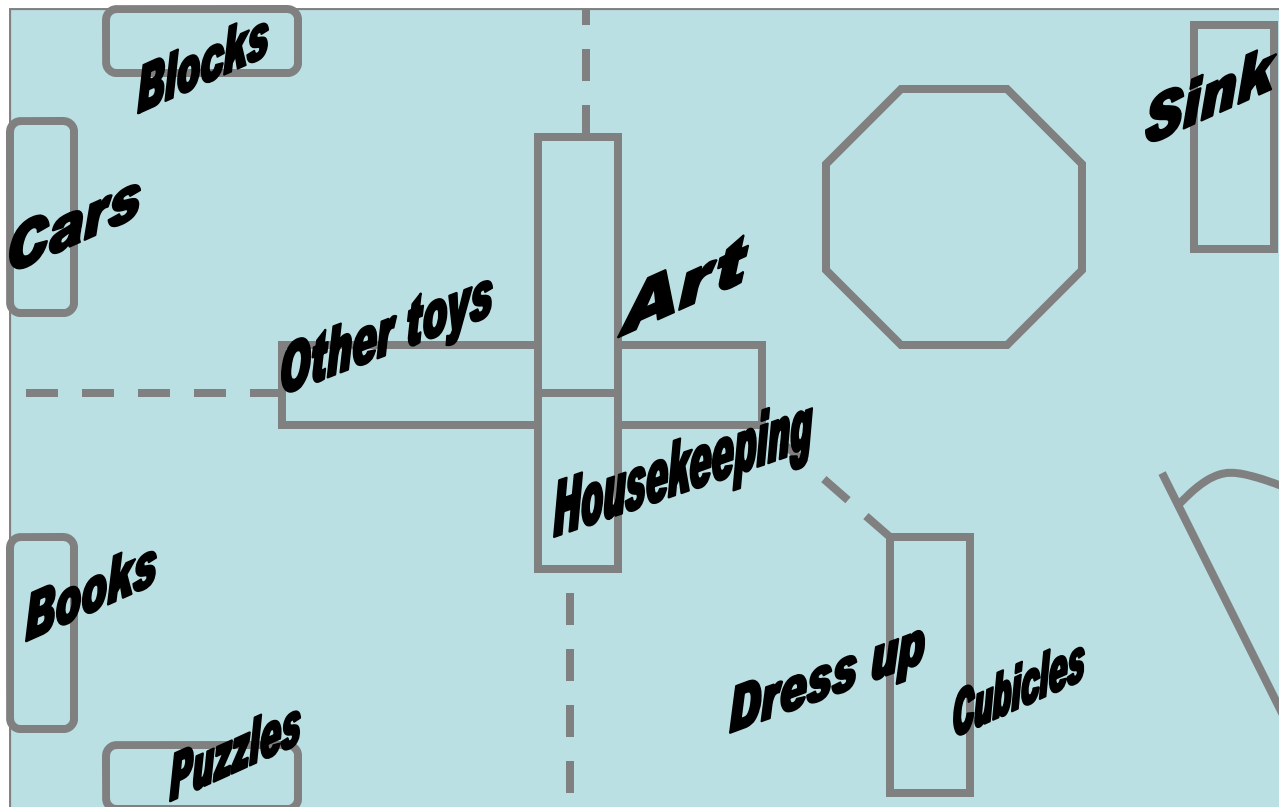
Room Arrangement

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

Ineffective Arrangement



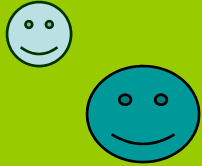
Effective Arrangement







Zone for story
time



Zone for free
play



Behavior Management Principles

1. First, it gets worse
2. Pick your battles
3. Prevention is better than attempting a cure
4. Be consistent but recognize that life isn't consistent
5. Ignore what you don't want
6. Attend to the desired behavior
7. Negative attention can still be reinforcing
8. Spend quality, nonconflictual time with your children
9. Structure can help
10. Have realistic expectations
11. Discipline is teaching

Sit

and

Watch