

## Family-Directed Interview / Routine-Based Conversation

### Related DEC Recommended Practices:

**Family Practices:** F1. Practitioners build trusting and respectful partnerships with the family through interactions that are sensitive and responsive to cultural, linguistic, and socio-economic diversity.  
F7. Practitioners work with the family to identify, access, and use formal and informal resources and supports to achieve family-identified outcomes or goals.

**Assessment:** A7. Practitioners obtain information about the child's skills in daily activities, routines, and environments such as home, center, and community.

### Description:

The family-directed interview/ RBC focuses on the family's & child's times of day/routines and activities and how the child is engaged in the routine, how independent the child is in the routine, and the social relationships occurring within the routine. Additionally, the family's formal and informal source of support are identified which support the child's learning and development.

The goals of the interview are **1)** develop a relationship with the family and/or caregivers, **2)** obtain a rich description of how the child functions within his daily activities, and **3)** create a list of priorities for child and family outcomes.

### **Training:**

#### Training activities for training facilitator or mentor:

1. Select one or more routines for viewing. Have your trainees write down the questions they heard used in the interview that elicited information about child engagement, independence, and social relationships.
2. Select one or more routines for viewing. Have trainees identify what questions they may have asked if they were the ones conducting the interview.
3. After introducing the RBI™ Implementation Checklist, have the trainees watch one of the expert videos and complete the checklist.
4. Refresher Opportunity/Maintaining fidelity to the RBI™ process- Review an expert video and note any differences in your current practices in the questions you use, how you phrase the 3 key questions, how you are following the logistical process of the interview (how you start and end the interview, how you indicate the need for details about the activities, how you are ensuring you are getting EISR information, and how you are using professional judgement to maintain the integrity of the interview process) and reflect on these components.

#### Onboarding introduction training for staff:

- Read the entire Up to 3 Routine-Based Conversation information 1) RBC process practice & checklist, 2) RBI orientation article, 3) Up to 3 SHoRE, & Up to 3 RBC, instructions and forms, 4) BTOTS documentation for RBA. Always seek feedback, mentoring and/or coaching from a peer service coordinator.
- New employees use the Up to 3 RBC/Shore forms until video approval from Up to 3 consultant. Other methods of gathering RBC may be considered at that point.
- Watch <https://cec.sped.org/Tools-and-Resources/Resources-for-Teaching-Remotely/Webinars/EarlyChildhoodOnline/EC-RBM>
  - PowerPoint slides for Webinar

Based on RBI, R. A. McWilliams 5/15/2020 Routine-Based Conversation Checklist  
saved on shared drive: Up to 3 staff, file: handbook, file: Routine-based conversation

Watch at least one of Robin McWilliams or Mary Hendricks interview and 1-2 routine activity clips, be patient takes a minute for the videos to load.

Up to 3 doesn't require a full ecomap development. However, it is important to understand the context of the family and the supports they have or don't have. As you view the videos below, attend to the principles for developing an ecomap.

Select and complete one or more of the practice steps below while watching the videos.

1. Practice taking notes.
  2. Jot down questions you've heard, those you were surprised you didn't hear, and any questions you had or that you would have asked.
  3. Describe what you noticed about non-verbal communication from both the interviewer and the family member/caregiver.
  4. Reflection opportunities- What are you wondering about after watching the video? What questions do you have about the process? What additional information do you need? How will you incorporate what you've learned into your own practice?
- Robin McWilliam interviews a parent about her concerns with her son. You will see the development of the ecomap, the conducting of the interview, and the development of the list of priorities. <https://fraim.com/player/1okzBI?layout=landscape>
  - Robin McWilliam interviews the parents of a toddler about their concerns with her health and development. You will see the development of the ecomap, the conducting of the interview, and the development of the list of priorities. <https://fraim.com/player/dKcl9?layout=landscape>
  - Mary Hendricks interviews a parent about her concerns with her toddler. You will see the development of the ecomap, the conducting of the interview, and the development of the list of priorities. <https://medium.com/mah-authentic-assessment-support/what-is-the-routines-based-interview-e766d7a1aa08>
  - In this clip, the practitioner has returned to a topic the parent mentioned earlier in the interview, the topic of outings (shopping, etc.). <https://fraim.com/player/OeOd7?layout=landscape>
  - In this clip, the practitioner is interviewing the parent about the family's morning routine/activity. <https://fraim.com/player/1hLlyN?layout=landscape>
  - In this clip, the practitioner is interviewing the parent about the midmorning activity — playtime. <https://fraim.com/player/i1C62?layout=landscape>

**Practice Process:** Implementation timeline: Begin to use at initial, periodic review and annual assessment by June 1, 2020

- Practice the interview talking out loud like you would to learn a speech or talk (quiz)
- Practice the interview process with a parent of young children – (quiz)
- Implement the Up to 3 Family-Directed Interview/ RBC with an Up to 3 family for initial, periodic review or annual IFSP preparation. (quiz – add UP# from three children you've completed RBC)
- After completing 3 Interviews ask permission from the parent(s) to video the interview for specific for learning and feedback. Complete the checklist below. Upload video and checklist to canvas site.
  - Review the checklist and identify 2-3 strengths and 2-3 areas of improvements.
- Repeat the video, self-assess, goal setting process until you are confident in your process.
- Submit a final video for review by program consultant. After completing 3 Interviews ask permission from the parent(s) to video the interview for specific for learning and feedback. Complete the checklist

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below. Set personal goals to increase your fidelity of administration. Upload video and checklist to canvas site.

- The program consultant will provide feedback to improve interview skills and process or pass you off. This is a similar process that USU students are required to do.

## Get Started

1. Make an appointment with the family to complete the Up to 3 Family-Directed Interview to find out their concerns, to get to know them better, and tell them about the program. Additionally, explain that you will be validating the results of the Ages and Stages Questionnaire, version 3 (ASQ-3).
2. The Family-Directed Interview is voluntary. A family may decline to complete the interview. Document the parent's decision to decline the interview in contact log or visit note on the CPR tab of the IFSP tab.
3. Optional \* Introduce the interview process and ask them to complete the Up to 3 Satisfaction with Home and Community rating scale (SHoRE). The rating is based on how well that time of day is going- how happy the parent is with that time of day on a scale of 1 – 5.
4. You may complete the ASQ-3 during this time. However, be available to respond to any questions the parent might have.
5. Optional \* Review the rating scale (SHoRE). Initial discuss the times of day that have a high satisfaction rating and why the parent rated in as a 4 or 5 (very satisfied).
6. Optional \* Review the rating scale. Select the times of day or activities with rating of 2 or 1 (not at all satisfied)?
7. Begin here if you skip the SHoRE. Introduce the interview process. Use a new RBI-SAFER form for each times of day or activities discussion. The standard routines (wake-up, diaper/ dressing) have a SAFER form with suggested questions. Use the generic form for other times of day or activities.
8. Take notes but stay engaged with the parent. The discussion should be detailed enough for the interviewer to be able to understand the routine/time of day/activity and be able to determine what the family would like to happen differently.
9. Star concerns when the family mentions something a) not going well, b) they would like to be different, c) they think the child will be able to do next, or d) that raises a red flag for the interviewer.
10. Ask about the child's levels of: **engagement** (How meaningfully does the child participate?); the level of **independence** (How independently does the child function in this routine? What level of prompt or other assistance does the child need?); **social relationship** (How well does the child communicate during this routine and how well does he or she understand communication. How well does the child cooperate, play with, and otherwise interact with others in the routine?) during each time of day/activity discussed.
11. Ask the parent how they would like this routine to change, improve, or be different. This will help guide the routine-based outcome to better meet the family's desired change. Explain that this can be used to measure progress towards the desired change.
12. Once the interviewer has discussed the selected times of day/activities or time is running out, ask the family the worry and change questions.
  - 1) When you lie awake at night, worrying, what is it you worry about?
  - 2) If there's anything you could change in your life, what would it be?
13. Recap. This is a summary of the important information identified from the interview. The recap should be separated into **child-level needs**, such as the need for the child to sit independently at different times of day; **child-related family needs**, such as the family's wanting to learn a way to figure out a child's preferences at meals and playtimes; or **family-level needs**, such as the parents making time for their own interests/hobbies etc. This is still a discussion. The interviewer may begin a list as the parent confirms and agrees that the summary is correct and accurate.
14. Next steps. Confirm the date and time for the IFSP and who will be attendance. Encourage them to invite anyone they would like to attend. Explain that the needs confirmed during the recap discussion and any other needs identified during appointments with other therapists/ service providers will be prioritized, outcomes for change will be developed, and services needed to meet those outcomes determined.

### Routine-Based Conversation Checklist

Interviewer: _____ Date: _____	Never	Some-times	½ of the time	Often	Always
1. Did the interviewer greet the family, then review the purpose of the meeting (e.g., to get to know the family and to determine how best to provide support to their child and family)?					
2. Did the interviewer ask the parents if they have any major questions or concerns before starting the interview?					
3. Did the interview have a good flow (conversational, not a lot of time spent writing)?					
4. Were both the interviewer and the parent engaged in the conversation (not distracted by other things that were going on, not looking around the room)?					
5. Did the interviewer ask follow-up questions to gain an understanding of functioning?					
6. Did the interviewer explain the purpose of the Up to 3 Satisfaction with Home and Community rating scale and how to rate the time of day & activities?					
7. Did the interviewer begin by discussing the time of day & activities that were rated as very satisfying for the family and why they rated them as satisfying?					
8. Did the interviewer address all of the family's routines/ time of day that were rated as a 1 (not at all satisfied) or 2?					
9. Were follow-up questions related to engagement (level of participation in the activity) asked?					
10. Were follow-up questions related to independence (level autonomy/ self-determination in the activity) asked?					
11. Were follow-up questions related to social relationships (level of positive communication & interaction with others during the activity) asked?					
12. Were follow-up question developmentally appropriate?					
13. Were open-ended questions used initially to gain an understanding of the routine/ time of day and functioning (followed by closed-ended questions if necessary)?					

14. Did the interviewer find out what people other than the child are doing in each routine/ time of day?					
15. Did the interviewer ask how satisfied the family is with each time of day/ activity?					
16. Did the interviewer use good affect (e.g., facial expressions, tone of voice, responsiveness)?					
17. Did the interviewer use affirming behaviors (e.g., nodding positive comments or gestures)?					
18. Did the interviewer attempt to get the parent's perspective on behaviors (why he/she thinks the child does what he/she does)?					
19. Did the interviewer use active listening techniques (e.g., rephrasing, clarifying, summarizing)?					
20. Did the interviewer ask the parent how they would like the routine/ activity to be different?					
21. Did the interviewer avoid giving advice?					
22. Did the interviewer avoid unnecessary questions, such as the specific time something occurs?					
23. Did the interviewer act in a nonjudgmental way?					
24. Did the interviewer use "time of day" the majority of the time?					
25. Did the interviewer return easily to the interview after an interruption?					
26. Did the interviewer allow the family to state their own opinions, concerns, etc. (not leading the family towards what the interviewer thinks is important)?					
27. Did the interviewer put a star to indicate the parent's desire for change /statement of how they would like the routine/ activity to be different?					
28. Did the interviewer "recap" the interview by summarizing the starred items and other change statements made by the parent?					
29. Did the interviewer ask the family, "When you lie awake at night worrying, what is it you worry about?"					
30. Did the interviewer ask the family, "If you could change anything about your life, what would it be?"					

Personal Goals: \_\_\_\_\_

