CC2CC
Collaborative
Consultation to
Children's
Classrooms

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For Illinois EITP

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Success is a Developmental Thing

- At age 4 success is . . . not peeing in your pants.
- At age 12 success is . . . having friends.
- At age 16 success is . . . having a driver's license.
- At age 20 success is . . . having sex.
- At age 35 success is . . . having money.
- At age 50 success is . . . having money.
- At age 60 success is . . . having sex.
- At age 70 success is . . . having a driver's license.
- At age 75 success is . . . having friends.
- At age 80 success is . . . not peeing in your pants.

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Outline

- Need for CC2CC
- Basic Structure of a Visit
- Ground Rules Conversation
- Matrix and NSF
- Hoosiers Rule

- Integrated Therapy
- Relationship building
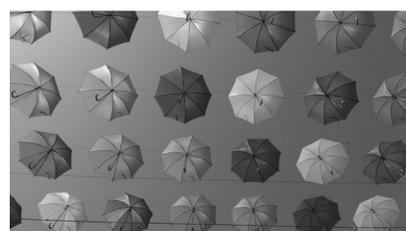- Collaborative-consultation meetings
- Checklists, other materials

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The Need for CC2CC

- Where do you go when you go to classrooms?
- Who is your client?
- How quickly to you make recommendations?
- Who decides why child can't do skill?
- How do you word your suggestion?

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Need for a Different Approach

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◈ Principles
1. Teacher is our client, not child
2. Teacher, not provider, sets the agenda
3. PSP/CSP addresses all child functioning, not just area of pro's discipline
4. Consulting collaboratively, not expertly
5. Employing action as warranted, not just talk

◈ Practices
1. Talk to teacher
2. Use NSF at beginning and end of visit
3. Discuss EISR, not "speech sounds" or "motor skills"
4. Hoosiers Rule, then stick the landing
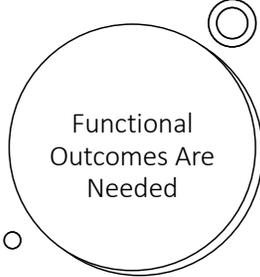5. 3 demonstration possibilities

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Steps to CC2CC

1. Interview teacher
2. Have ground rules conversation
3. Develop classroom matrix with teacher
4. Use Next-Steps Form at each visit
5. Try to talk at beginning of visit
6. Sit near teacher or child and talk!

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Functional Outcomes Are Needed

- Functional needs assessment: Routines-Based Interview
- Family and teacher
- Family decides on goals
- This process identifies needs in routines and more
- Child goals therefore have associated routines
- Now we can create a matrix (discussed later)

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Example Informal Goals From RBI Done With Family and Teacher

1. Play cooperatively with other children (free play, outside, play time at home)
2. Use complete sentences when appropriate (meals, car ride, circle)
3. Finish tasks (art, free play, meals)
4. Label pictures (bedtime, story, free play)
5. Help with hair washing, without fussing (bath time)
6. Parents have 1 night out a month for 6 months
7. Holds crayon with thumb and two fingers (art, play time at home)
8. Climbs slide ladder (outside, park)
9. Washes hands, going through ALL the steps (handwashing times at school)
10. Puts on coat and pulls zipper up, after adult inserts zipper (going out from home, going outside at school, departure)
11. Mother has information about kindergarten options

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Example Participation-Based Outcomes

- Priya will participate in circle, centers, and snack by staying in place. We will know she can do this when she stays with one activity for 5 minutes during circle, one center, and snack in one day for 5 consecutive days.
- Quentin will participate in dinner preparation, free play at school, and play time at home by playing with a toy (no screen). We will know he can do this when he plays with one or more toys with no help, after being told to play, for 10 minutes during dinner prep, one free play time at school, or one play time at home in 1 day for 3 consecutive days.

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More Examples

- Rose will participate in car ride home, circle, and centers by using 2-word combinations. We will know when she uses three true 2-word combinations (i.e., combining two ideas, such as noun + verb) during each of these 3 times of day on 5 consecutive days.
- Sam will participate in going to school, going to the bathroom at school, and outside play by walking with his walker. We will know he can do this when he walks 10 yards with his walker twice a day on 3 of 5 days.

Quality Issues in Preschool Programs
Formative and Summative Evaluation
Tools Easing Community Programs   R. A. McWilliam 2014   11

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CC2CC Visits

- <u>Establishing Ground Rules</u>
- Planning in Collaborative-Consultation Meeting
  - Use TGIF as an organizing tool

- Site visit core elements
  - Reviewing what teacher has done
  - Creating or revising strategies
  - 3 actions
  - Teacher deciding what to work on
  - Agenda for next visit

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Slide 13 — Ground Rules Conversation

- I'm here to help you because you have Holly in your room
- I can help with the environment, activities, and ways to teach Holly and other children
- What would you like to happen when I visit?
- Here's what I'd like to happen:
    - I need to be able to talk to you from time to time during my visit (nonnegotiable)
    - I'd like to learn as much as I can from you, by watching and asking questions
    - I'd like to focus on Holly's engagement in all her classroom routines, rather than just her deficits
    - When you're busy, I'd like to sit near you or Holly and interact with either of you
    - I'd like us to fill out the Next-Steps Form before I leave so we both have something concrete from our visit and I can make a copy for Holly's family

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Slide 14

How do you develop a matrix?

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Slide 15 — Matrix

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Slide 16

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Slide 17 — Matrix Rules

- Keep skills separate (no clumping skills)
- Every child skill has at least 1 routine (if 1 main routine, ask if other routines also have this need)
- Maximum 5 routines per skill (no Xs all across the row)
- Family outcomes are on the matrix (no Xs)

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Slide 18 — When to Use the Matrix

- First visit (no NSF)
- If necessary, transition to another goal
- Plan for next visit

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Use Next-Steps Form at each visit

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NSF

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Try to talk at beginning of visit
Sit near teacher or child and talk!

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Opportunities to Talk

◈ At beginning of visit
◈ In classroom, between activities
◈ In classroom, during activities
◈ Meetings
  ◈ Problem focused
  ◈ In context
  ◈ Ensure solution promotes engagement

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Next-Steps Form

◈ Left panel: Don't forget progress
  ◈ Use latest version
◈ Right panel: What family decides, not you
◈ Bottom panel: What family wants, not you
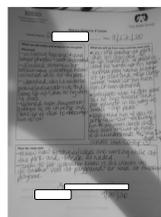
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Principles Behind NSF

ALT: Family sets the agenda

>

ALT: Family decides on action they'll take
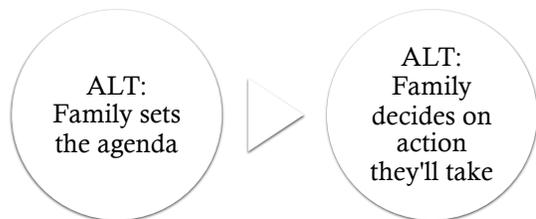
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Videos

◈ Rachel CR 11 (final) Collaboration
◈ Rachel CR 11 (final) Demonstration
◈ CC2CC OT Singapore (SPD)
◈ Communication for Collaboration module

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Collaborative Consultation

Collaborative	Expert
Decide on the problem together	Consultant decides what the problem is
Decide on the solution together	Consultant decides what the solution is
Evaluate the solution together	Consultant evaluates whether the solution has worked

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Gaining Trust and Credibility

Social
• Get to know the teachers and let them get to know you

Task
• Show you know what you're talking about

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Solution Seeking

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Hoosiers Rule

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"How many times we gonna pass the ball before we shoot?"

"Four!"

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"How many questions we gonna ask before we make a suggestion?"

"Four!"

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Why Not Just Give Suggestions?

- Your input should be added value...
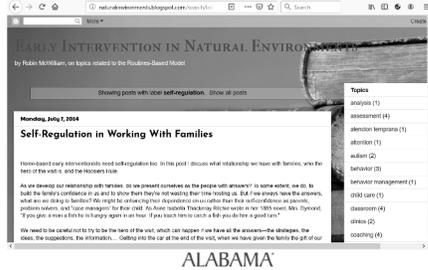- So you need to know background
- You should not be the hero of the visit
- Think about feasibility and implementation
- Partners work together

OBEY OUR RECOMMENDATIONS DON'T ASK QUESTIONS

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naturalenvironments.blogspot.com

EARLY INTERVENTION IN NATURAL ENVIRONMENTS
by Robin McWilliam, on topics related to the Routines-Based Model

Showing posts with label **self-regulation**. Show all posts

Monday, July 7, 2014

Self-Regulation in Working With Families

Home-based early interventionists need self-regulation too. In this post I discuss what relationship we have with families, who the hero of the visit is, and the Hoosiers triple.

Topics
analysis (1)
assessment (4)
atencion temprana (1)
attention (1)
autism (2)
behavior (3)
behavior management (1)
child care (1)
classroom (4)
clinics (2)
coaching (4)

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All solution finding/strategy development/intervention planning occurs in the context of a routine

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Routines in 3 Types of Action

- Demonstration of what child does
- Demonstration of what caregiver does
- Modeling by professional
  - Practice by caregiver

All in the context of ongoing, regular routines
Real if possible, otherwise simulated but in situ

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8 Steps of Modeling on Telepractice CC2CC Checklist

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Routines-Based Visits Competencies (cont.)

- **HOME**
  - **Use materials and places familiar to the child and family**
  - **Pay attention to the adults for most of the visit**
- **CLASSROOM**
  - **Minimize disruption to the routine**
  - **Weave intervention into the routine, by joining child in what he or she is engaged with**
  - **Talk frequently to teaching staff**

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Sticking the landing: What to do next

three action possibilities

two questions

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Why Collaborative Consultation Is So Important

- Teacher participation in arriving at solution
- Finding a good strategy
- Partnership
- Commitment to and ownership of intervention
- Builds on existing teaching
- Adult learning theory
- Context
- Again, ALT
- Goal-making theory
- Competence theory

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Bottom Line

- Don't be too quick to offer a suggestion
- Don't discuss skills without the context of a routine
- Don't take sole responsibility for someone else's child
- Don't give homework
- Don't ignore what parents are already doing
- DON'T WORK DIRECTLY WITH THE CHILD!

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Consulting and Integrated Therapy

- Consulting: What we can do when teacher has time to talk to us
- Integrated therapy: What we can do when teacher doesn't have time to talk to us
  - But talk can still happen

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What to Do When Not Talking to Teacher

- Individualized Within Routines
  - Why?
  - Assess child's EISR in this routine
  - Try out interventions
  - Demonstrate interventions
  - Learn from teachers/ classroom
  - Model incidental teaching

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8 Steps of Modeling

• See CC2CC Checklist

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Integrated therapy continuum

1. 1-on-1 pull out
2. Small-group pull out
3. 1-on-1 in classroom
4. Group activity
5. Individualized within routines
6. Pure consultation

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Individualized Within Routines CONDENSE

• Join the child
• Existing routine
• Weave intervention into existing engagement
• (i.e., use incidental teaching)
• Make sure teachers can see you

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Rules of Consultation

1. Work in the classroom (don't pull the child out)
2. Establish ground rules with the teachers
3. Respect whose turf you're on
4. Aim to make routines more successful for teachers and the child
5. Communicate during the activity
6. Position yourself to model and to observe
7. Model incidental teaching
8. Aim for child engagement, independence, and social relationships
9. Summarize
10. Make friends with the teachers

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Something Personal

• Write down the name of a child care provider or teacher you work with
• Write down something you know about the teacher outside work
• Write down something free or very cheap you can take the teacher, related to that

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Sucking Up Behaviors

• Sniff out poopy diapers
• Clean up after an activity
• Distract a disruptive child
• Bring in something of *personal* interest to the teacher
• If meeting at lunch, bring lunch

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How to Complete the STARE

- Rate overall engagement
- Rate amount of time with adults, peers, & materials
- APM ratings cannot exceed Overall

© 2000 (revised 2011 with overall engagement)
Directions: Observe the child for 10 minutes in each of the following routines. First, rate the amount of time the child is engaged overall. Second, rate the amount of time with adults, peers, and materials. Third, rate the complexity of the child's engagement.

Arrival	Almost none of the time	Little of the time	Half of the time	Much of the time	Almost all of the time
Overall Engagement	1	2	3	4	5
With Adults	1	2	3	4	5
With Peers	1	2	3	4	5
With Materials	1	2	3	4	5
Complexity*	Nonengaged 1	Unsophisticated 2	Average 3	Advanced 4	Sophisticated 5

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How to Complete the STARE

- Rate complexity

Centers/Free Play	Almost none of the time	Little of the time	Half of the time	Much of the time	Almost all of the time
Overall Engagement	1	2	3	4	5
With Adults	1	2	3	4	5
With Peers	1	2	3	4	5
With Materials	1	2	3	4	5
Complexity*	Nonengaged 1	Unsophisticated 2	Average 3	Advanced 4	Sophisticated 5

*Nonengagement = inappropriate behavior, zoning out; Unsophisticated = repetitive play, casually looking around; Average = following routines, participating; Advanced = talking, creating; Sophisticated = symbolic talk, pretending, persisting.

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Explore the Materials Page

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Why We Work This Way

- All the intervention occurs between visits
- Building caregivers' capacity
- Promoting children's functioning/engagement/participation

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For more information,

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- eieio@ua.edu
- Naturalenvironments.blogspot.com

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