

Engagement and Collaborative Consultation for Young Children With Autism

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THE UNIVERSITY OF
ALABAMA[®]

College of
Education

Success

- Success at age 4... Not peeing in your pants
- Success at age 12... Having friends
- Success at age 16... Having a driver's license
- Success at age 20... Having sex
- Success at age 35... Having money
- Success at age 50... Having money
- Success at age 65... Having sex
- Success at age 70... Having a driver's license
- Success at age 75... Having friends
- Success at age 80... Not peeing in your pants

Outline

- Definition
- Importance
 - Theory
- Implications
 - Human ecological system

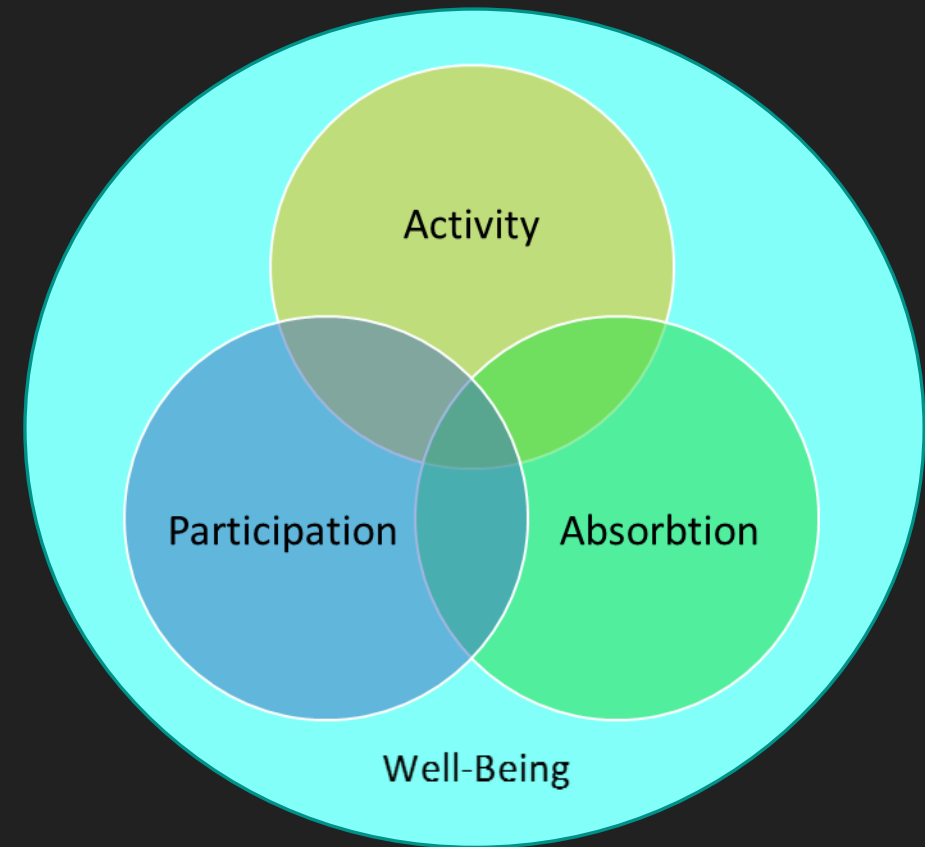


Definition

- Original: Young children
- The amount of time a child spends interacting with his environment in a developmentally and contextually appropriate manner, at different levels of competence

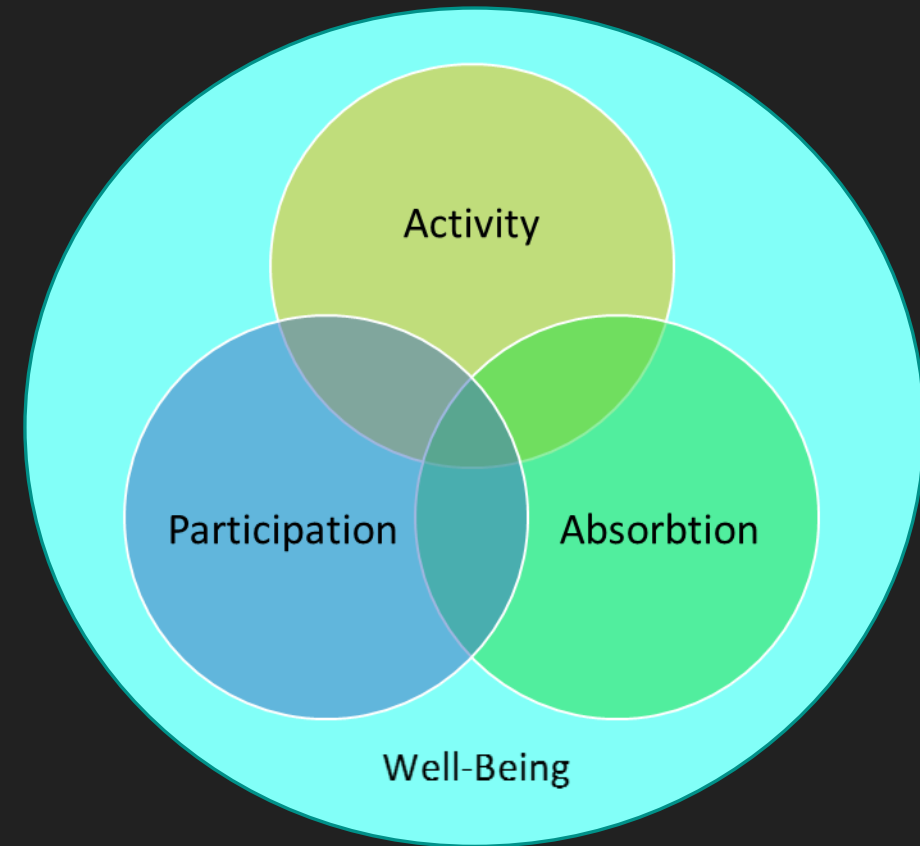
Lifespan Definition

To be engaged means to be active—actually doing something, not necessarily mobile but busy.



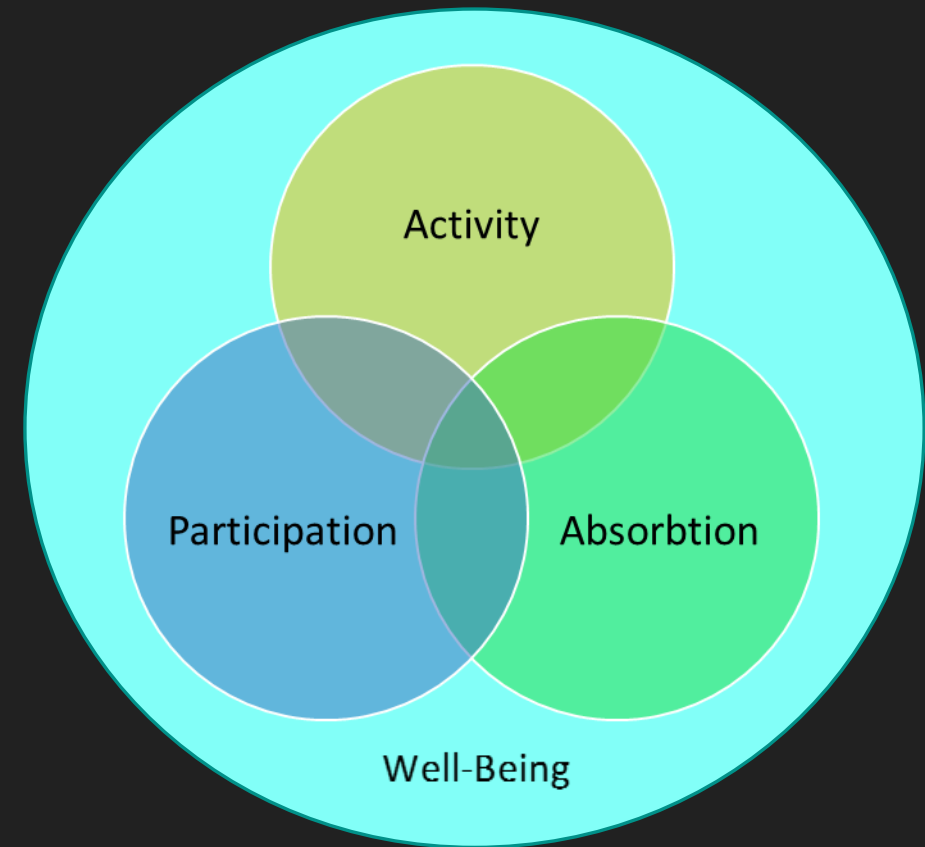
Lifespan Definition

It also means to be absorbed—deeply interested and focused.



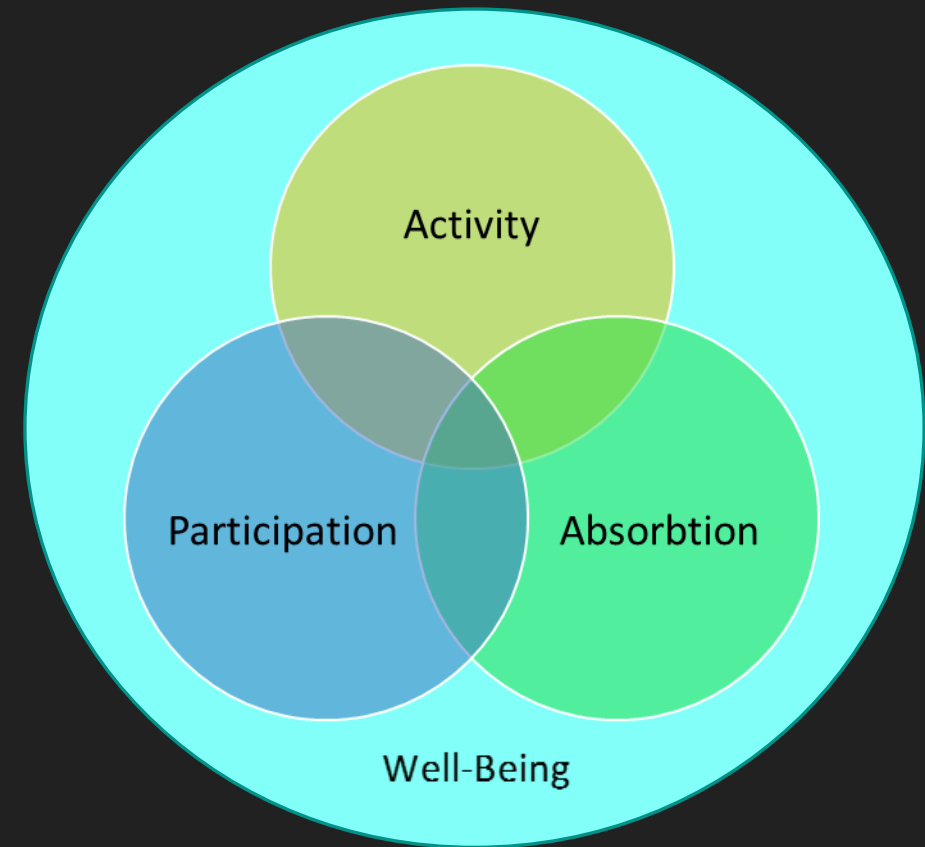
Lifespan Definition

And to participate, which is related to goodness of fit: the extent to which a person's abilities and interests match the demands of his or her environment.



Lifespan Definition

Finally, to be engaged means to have a sense of well-being—of contentment with one's activity, absorption, and participation.



Importance

- Vulnerable children
- Diverse families
- Professionals



Importance for Vulnerable Children

- Child cannot learn if a child is nonengaged
- Environments tend to discourage engagement
- Passive & active nonengagement



Importance for Diverse Families

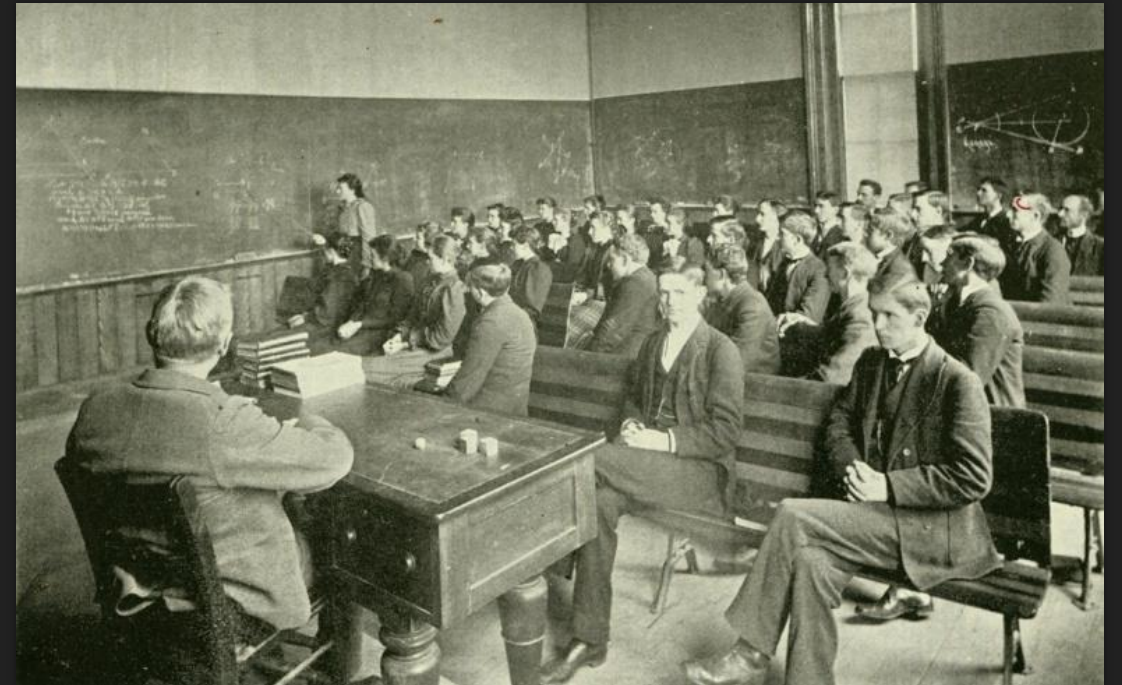
- Families in poverty
- Families with mental health problems
- Families lacking knowledge of child rearing



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Importance for Professionals

- Professional growth
 - Professional associations
 - Reading research
 - Avoiding faddish, non-EBPs
- Geeking out on the profession
- Knowing what happens elsewhere
- Pushing for implementation of best practices
- Developing COPs



Newberry College

Table 1. Dimensions of Engagement by Developmental Stage

Developmental Stage	Activity	Absorption	Participation	Well-Being
Young Children	Sensorimotor levels	Fixed eye gaze; practice	Independence in routines	Meaningful participation in routines
Children/Youth	Play, exploration, high activity levels	Screens, intense interests	School, sports, religion, family	Change from external to internal definition
Young Adults	Driving, independence, leaving home	Relationships, including friendships, work	Groups and pairs, finding niches	Doing as well as everyone else; fulfilment
Middle-Aged	Work, recreation, travel	Work, pastimes, family	Work, religion, community, family	Financial security, family, fulfilment
Elderly	Mobility, health	Family, pastimes	Independent activities, community	Health, family, security

Theory

- Social-emotional development
- Mental health
- Learning
- Functioning
- Resilience
- Caregiving
- Teaching styles



Engagement and Social-Emotional Development

- “Appropriate behavior” means no challenging behaviors

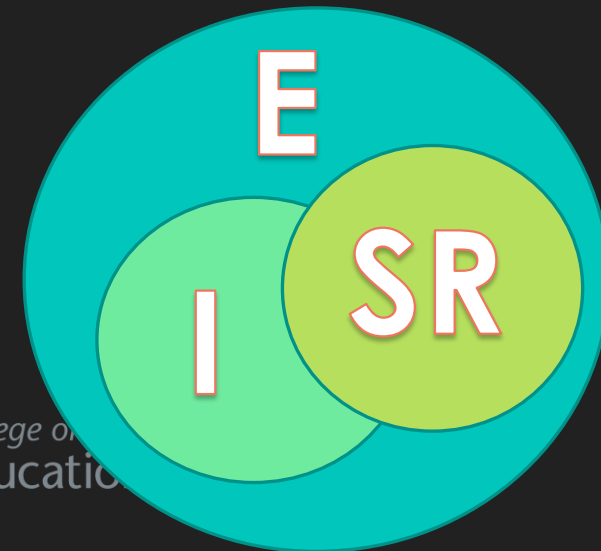
- Components of engagement (EISR):

 - Independence

 - Social relationships

 - Communication

 - Getting along with others



Engagement and Mental Health

- Activity in young children helps prevent internalizing problems
- By definition, it helps prevent externalizing problems
- In older children and adults, can serve as a distraction
- Promotes healthy functioning

Engagement and Learning

- Typically developing: Children learn from participation & from independent trial and error
- Children with disabilities: Same + incidental teaching
 - Engage
 - Follow
 - Elicit
 - Reinforce

Conversational and Life Engagement



Engagement and Functioning

- ICF-CY
- In early childhood, participation = engagement
- Minor controversy:



Engagement and Resilience

- Resilience is overcoming a bad situation
- Surviving through nonengagement is survival
- Surviving while being engaged/participating is resilience

Caregiving

- Being present with children
- Balance between presence and indulgence
 - Promote EISR
 - Teach self-regulation

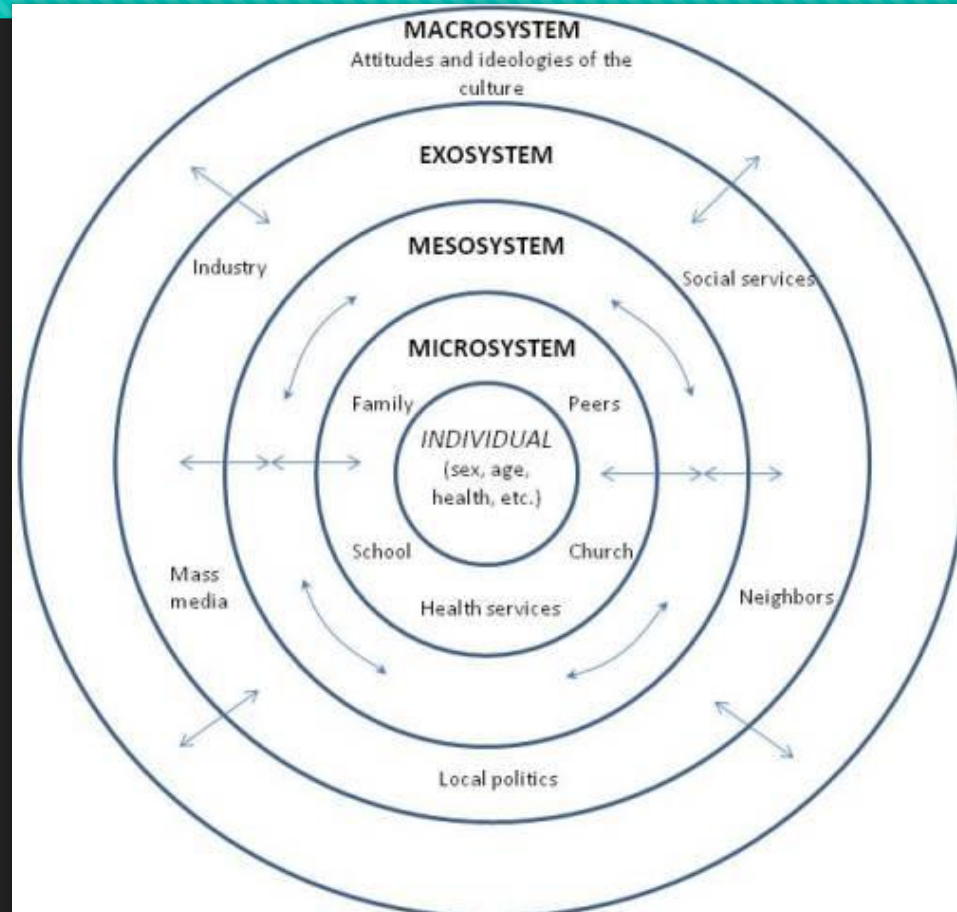
5 EB Parenting Practices

- Talking
- Reading
- Playing
- Teaching
- Teaching to behave

Engagement and Teaching Styles

- McWilliam, Scarborough, & Ho (2003)
- Affect was a better predictor of engagement than were specific teaching behaviors
 - Responsiveness
 - Physical contact
 - Tone of voice
 - Facial expression

Bronfenbrenner's Ecological Systems Theory



Implications

1. Macrosystem: Society has strengths (e.g.,) and weaknesses (e.g., insufficient play spaces for poor children)
2. Exosystem: Address drivers (leadership, training, coaching, policies) to implementation of an engagement focus
3. Mesosystem: Focus on EISR, instead of dev domains, diagnoses, or disciplines (the dastardly Ds)
4. Microsystem: Provide rich social and physical environments
5. Individual: Teach to be engaged and from engagement

Collaborative Consultation

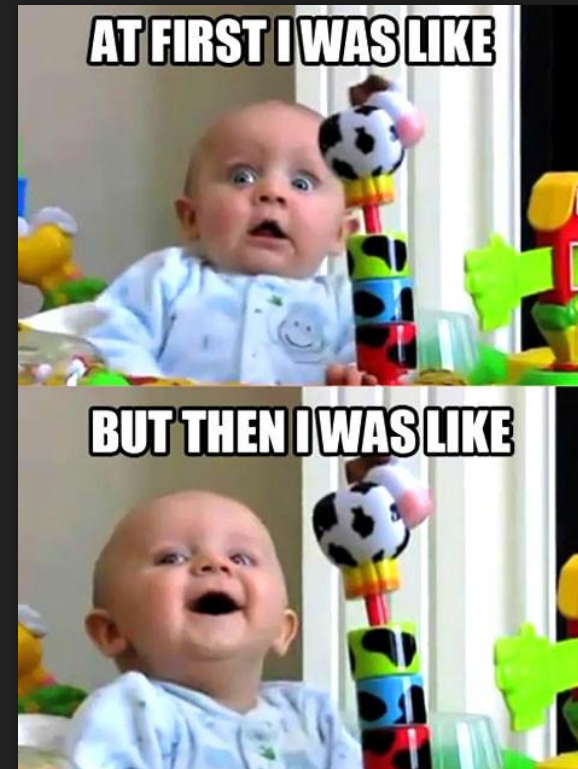
“The single biggest problem in communication is the illusion that it has taken place.”

George Bernard Shaw

LindaJoyceJones.com

Collaborative Consultation to Child Care (CC2CC)

- Visiting TEACHING STAFF/CAREGIVERS
- In their context
- Conjoint behavioral consultation



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

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

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. Debrief before leaving
10. Make friends with the teachers

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

“How many times we gonna pass
the ball before we shoot?”
“Four!”



“How many questions we gonna ask before we make a suggestion?”
“Four!”



Why Not Just Give Suggestions?

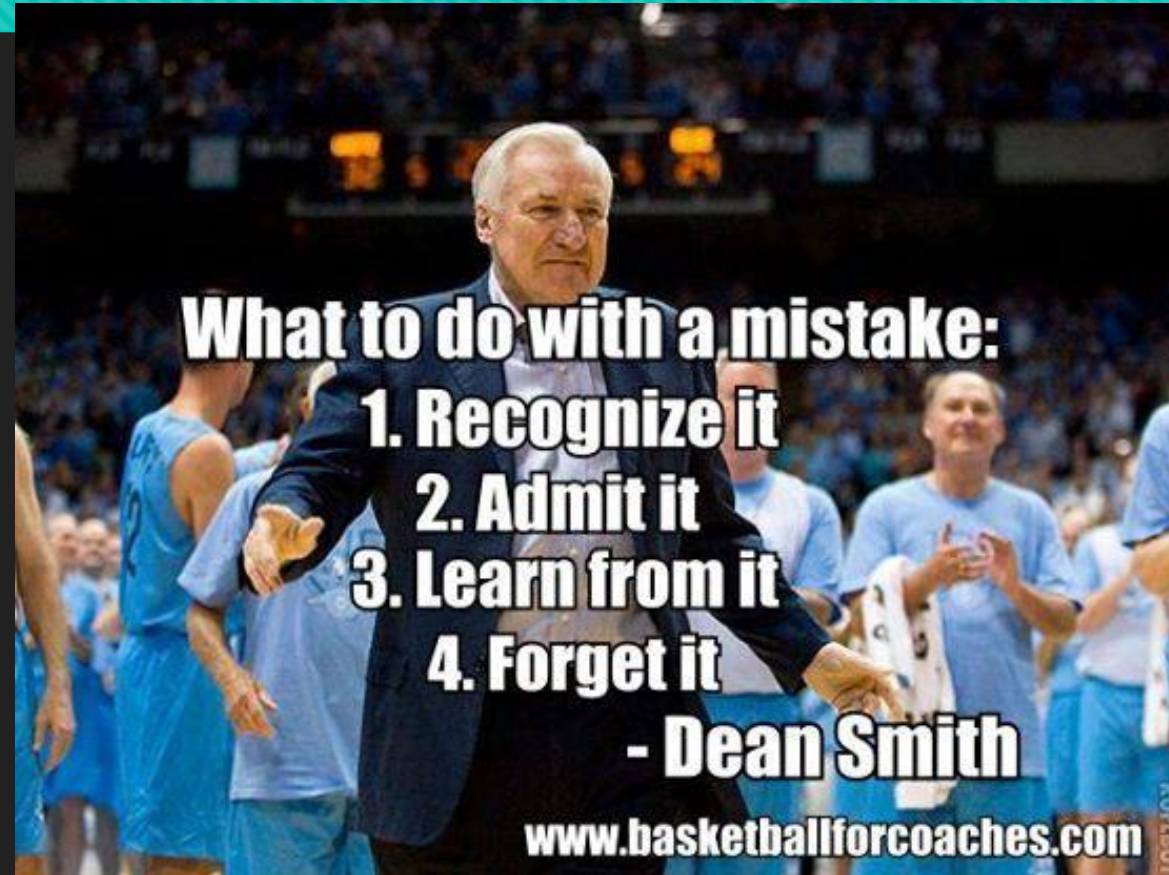
- Your input should be added value...
- So you need to know background
- You should not be the hero of the visit
- Think about feasibility and implementation
- Partners work together



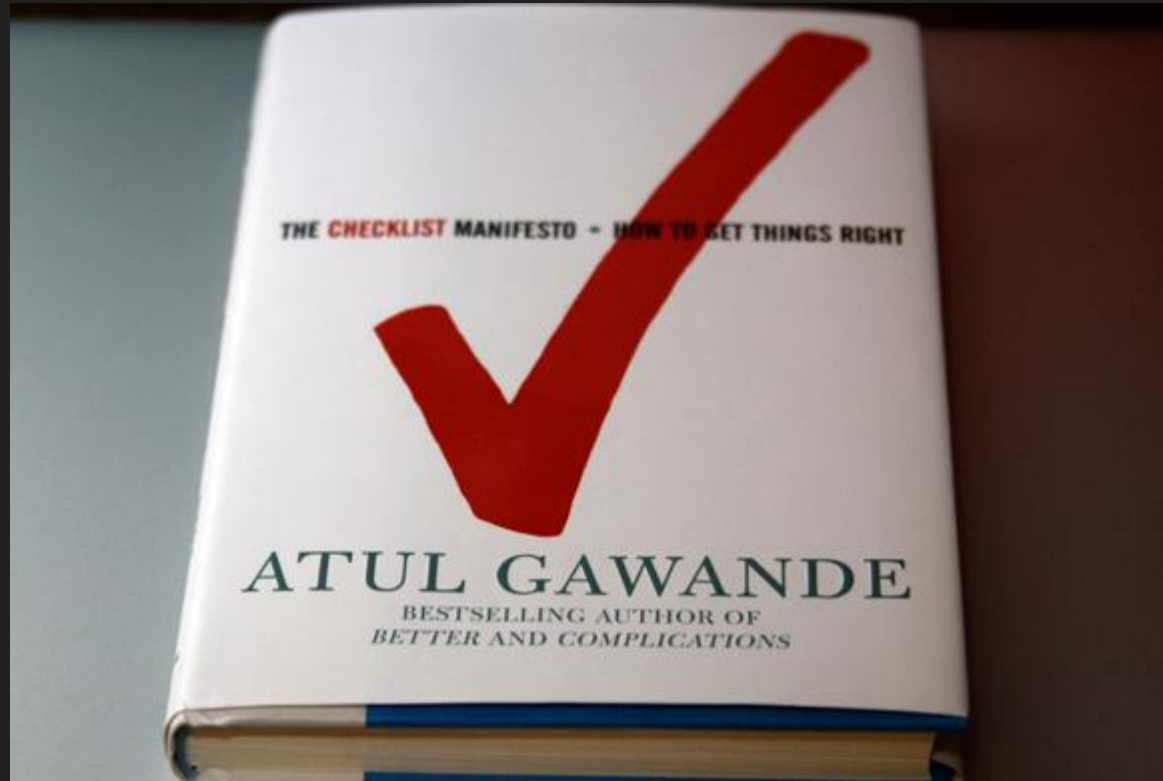
Question for Participants

- When we demonstrate (model) something in the classroom, why don't teachers imitate it?

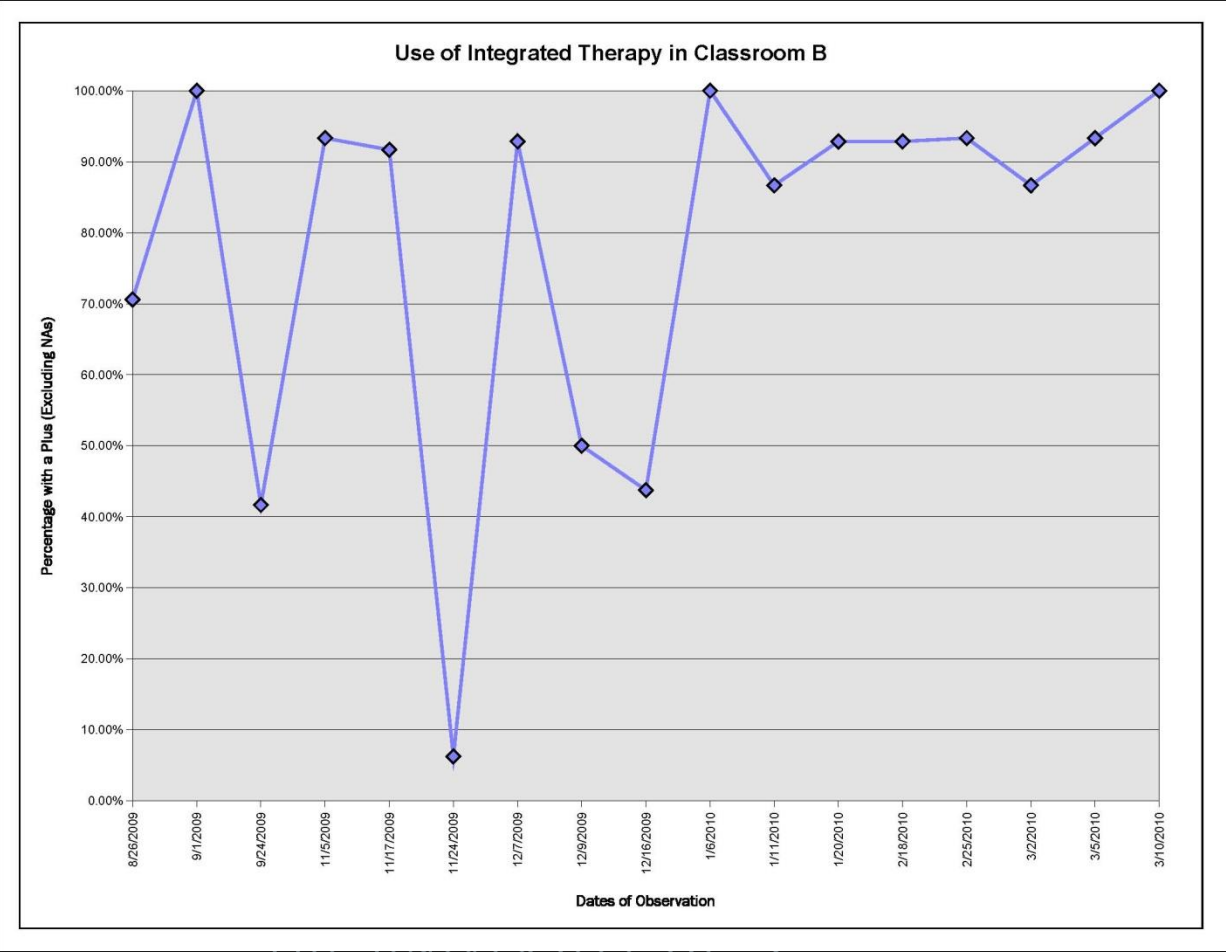
Mistakes



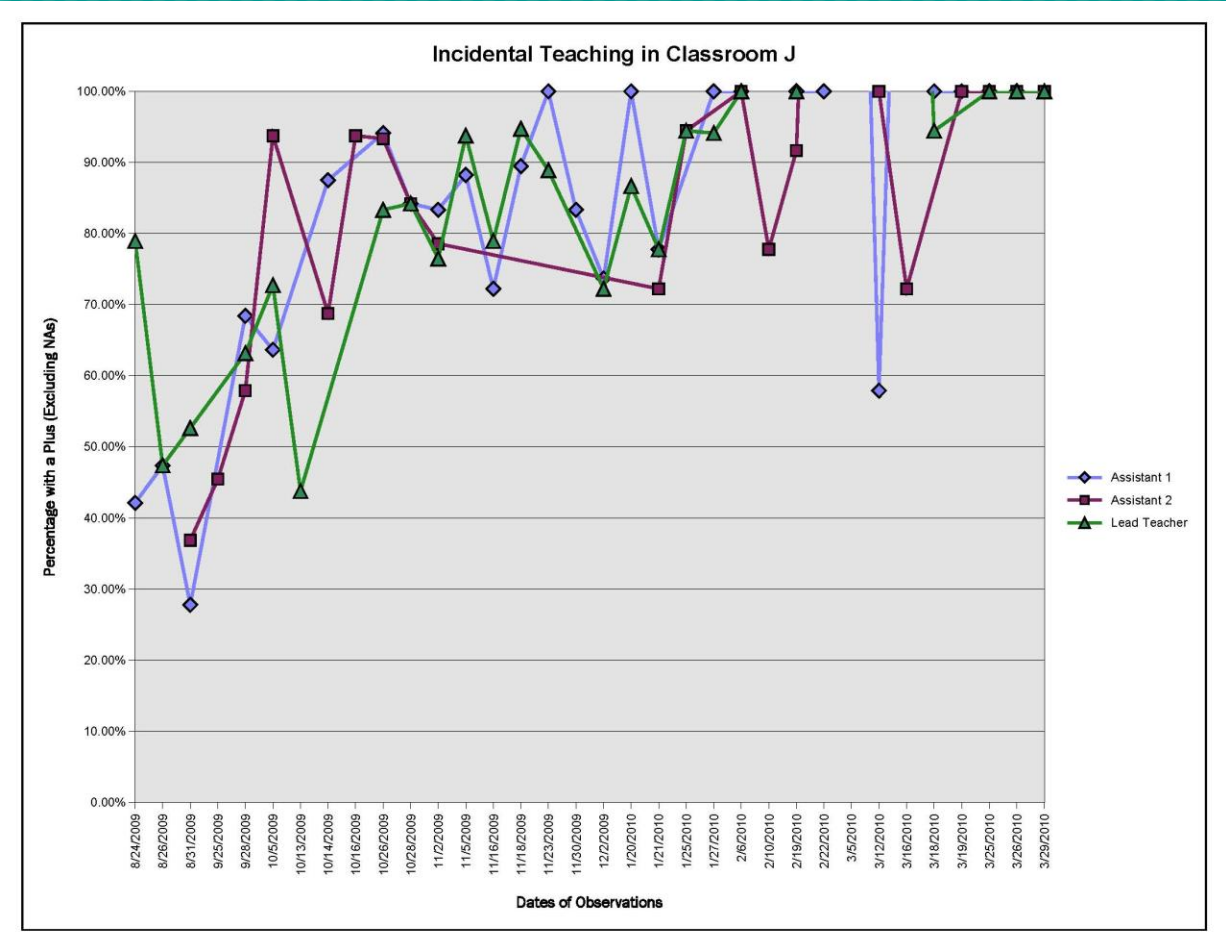
Checklist-Based Training



Feedback for Therapists



Feedback for Teachers



Outline

1. Who visits classrooms?
2. Why do they visit?
3. What's this like for teachers?
4. What's this like for visiting professionals?
5. What does the research say?
6. What are the key practices teachers should use?

1. Who Visits Classrooms?

- OTs
- PTs
- Speech-language pathologists
- Psychologists, behaviorists, etc.
- Others

2. Why Do They Visit?

- “Work with the child”
 - Where?
 - How?
- “Provide recommendations about working with the child”
 - How?

Should We Revisit These Purposes?

- All the intervention occurs between visits
- Expert consultation is ineffective in educational settings

3. What's This Like for Teachers?

- Teachers' expectations
 - Where did these come from?
- What frustrates teachers about professionals?
 - Violation of expectations, of course
 - Interventions unlikely to work
 - Interventions not feasible
 - No added value
 - Attitude

What Do Teachers Like From Visiting Professionals?



When Everything Clicks, Teachers Like

- Being part of the assessment
- Being part of the solution finding
- Being part of the evaluation of the solution
- Communication
- Their Visiting Professional

4. What's This Like for Visiting Professionals?

- No one pays attention to me.
- They expect me to take the child out.
- The classroom's a disaster.
- They don't follow through.
- There's nowhere for me to work with the child.
- There's no meeting time.

No One Pays Attention to Me

- Have ground rules been established?
- Do you add value?
- Who came up with the intervention?



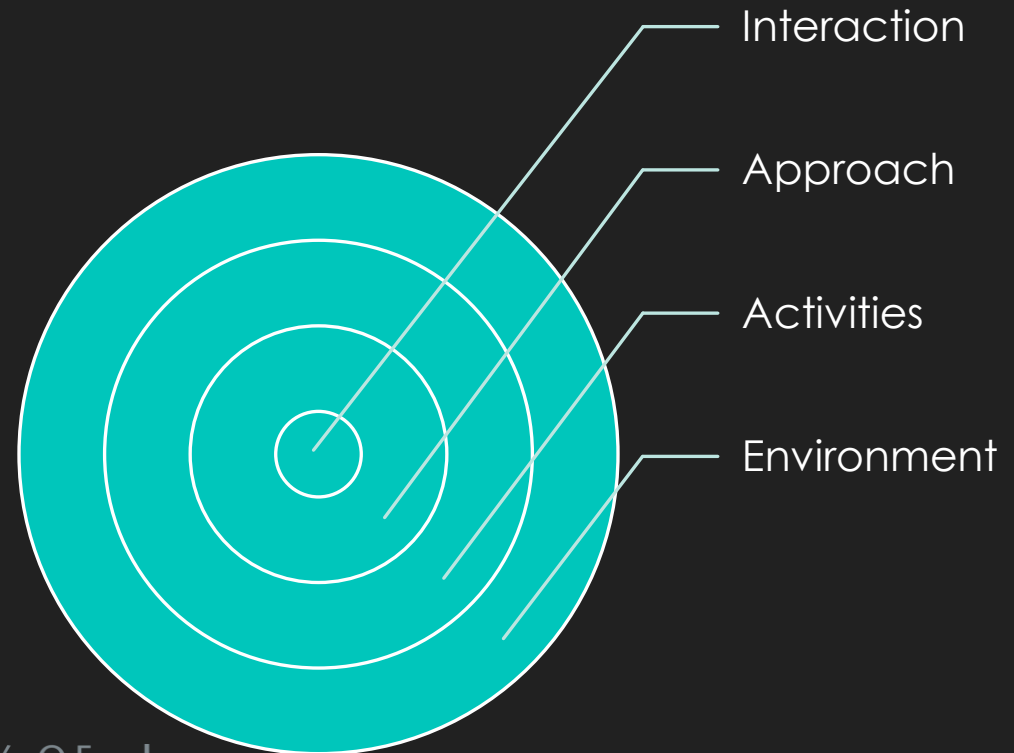
They Expect Me to Take the Child Out



- Tell them why that's ineffective.
- Do not capitulate!
- Consultants are not respite providers.

The Classroom's a Disaster

- Consultants' role should not be limited to the child.
- How to introduce yourself: "I am here as a classroom consultant because you have a child with an IEP in your room."
- The 4 contexts of teaching (McWilliam, de Kruif, & Zulli, 2002)



Are Classroom Consultants Prepared to be *Classroom* Consultants?

- Typically, no
 - Insufficient knowledge of
 - Classroom management
 - Engagement
 - Room arrangement + other environmental factors
 - Organization of adults
- But then they're not trained to be individual-child consultants either!

Insufficiency in Individual-Child Consultancy

- Effective teaching practices
 - Incidental teaching
 - Prompting procedures
 - Timing
 - Chaining
 - In context
 - Reinforcement schedules



They Don't Follow Through

- “Follow through” = Do as I say
- Collaborative consultation doesn't work that way
- Joint solution finding
- Hoosiers Rule
 - Pass the ball four times before you take a shot



There's Nowhere for Me to Work With the Child



- Pull-out is ineffective (McWilliam, 2006)
- Role of therapists working with children in classrooms ~~has~~ should have changed

There's No Meeting Time



- Meeting time is a luxury
- ...necessary in some models
- One ground rule: We will communicate throughout my session

5. What Does the Research Say?

- Teachers and therapists communicate 4x more with in-class
- Relationship is important to implementation by teachers
- Individualized within routines is most effective
- Consultants have to add value
- Teachers prefer in-class, when they know what it is



6. What Key Practices Should Teachers Use



- Receiving Consultation/Integrated Therapy Checklist
- Available at www.mcwilliamconsulting.com
- This might be your most valuable hour of the week. Treat it as such!

Concepts

- Integrated therapy/services
 - Individualized within routines
 - Making an in-class session as relevant as possible
- Collaborative consultation
 - Joint solution finding
 - Moving from working with the child to working with the adult

Take-Home Messages

- For consultants
 - Build teachers' capacity to meet child's needs when you're not there
 - Tweak existing routines, don't ignore or overhaul them
 - Work collaboratively, not "expertly"

For Teachers

- Insist on
 - Assessing needs together
 - Developing interventions together
 - Evaluating interventions together
 - Communication during session
 - Help with classroom management

For Policy Makers

- Develop itinerant resources
- Close down decontextualized, self-contained programs
- Administrators, hire or train CONSULTANTS

For Higher Education

- Train ECSEs and therapists in collaborative consultation/coaching
 - THERE IS A SCIENCE TO THIS!

Future

- Itinerant ECSE
- ECSEs

