



EIEIO

Evidence-based International
Early Intervention Office

SCALE FOR THE ASSESSMENT OF TEACHERS' IMPRESSIONS OF ROUTINES AND ENGAGEMENT (SATIRE)

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This routines-based interview is an assessment tool designed to be used in conjunction with the routines-based interview (RBI) of the family. The SATIRE is for professionals in preschool programs and child care centers who work with teachers and families to develop functional intervention plans for children with special needs. By gathering information about how the child functions during classroom routines, in addition to information from the family about home and community routines, professionals and families can develop a complete picture of a child's abilities and needs, from which to make informed decisions about interventions. The goals and outcomes generated from this assessment are functional, in that they immediately address useful skills that the child needs to perform throughout the day and they are transdisciplinary, resulting in multiple professionals being able to address them.

Directions: Ask appropriate questions under each classroom routine used in your program, making notes of the teacher's response to the right. Please note that the questions included in this instrument are intended to *guide* professionals through the assessment process. Professionals are encouraged to develop their own questions to follow up with each teacher's unique experiences. It is important to gather information about what the child does during each routine, what the other children do during each routine, and the teacher's perception of the goodness of fit between the routine and the child's functioning. Teacher perception is assessed by using the following scale for each routine discussed. Asking about the teacher's impression is important, as a discrepancy between the teacher's expectations for a child in a particular routine and what actually happens might signal the need for intervention. The interviewer should pay particular attention to determining the child's engagement (i.e., attention, participation, and goal-directed behavior), independence, and social relationships with adults and peers during each routine.

1	2	3	4	5
Poor goodness of fit		Average goodness of fit		Excellent goodness of fit

After all of the classroom routines have been discussed, the interviewer reviews the concerns mentioned in both the home routines portion of the RBI and the classroom routines portion to remind the family what has been discussed. This also gives the family and the teacher an opportunity to

clarify concerns. The family then chooses their priorities, which will become the outcomes or goals. If the routines for which a priority is needed are not clear, the family is asked for what times of the day or activities this priority would be important. This is especially relevant when families talk about something that had not been mentioned earlier during the interview or they refer to a specific treatment or service (e.g., “I just want her to get speech therapy”).

Child _____

Child’s Age _____

Teacher _____



Arrival

- Please describe how children arrive at your classroom.
- What expectations do you have for the children?
- What does _____ do during arrival?
- How long does arrival last?
- Is she able to operate independently at this time?
- What are the other children doing when she arrives?
- What kinds of interactions take place (between you and her; among others)?
- Do you and the family get a chance to talk?
- Does she separate easily?
- Is this a good time of the day (not stressful) in your classroom?

Goodness of fit?

Free Play

- What does _____ do during free play?
- Is he engaged with materials, children, or adults?
- What does he like to play when given a choice?
- Does he play independently, or does he seek adult guidance and/or attention?
- How does he socialize with others during free play?
- Does he initiate or follow the lead of others?
- Please describe his play skills. Does he take turns?
- How do the other children react to him at this time?

Goodness of Fit Scale

1	2	3
Poor goodness of fit		Average goodness

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Notes

Notes

- Does he play with certain materials for a length of time, or does he jump from one play activity to another?
- How does he react to the end of free play?
- Do you see free play as a good time of the day in your classroom?

Goodness of fit?

Meals/Snack

- What are meal/snack times like in your classroom?
- How much can _____ do on her own?
- Where do the children usually eat?
- How does she let you know what she wants and when she is finished?
- Does she enjoy meal/snack times? How do you know?
- What are the other children doing when she eats?
- Does she eat what is provided?
- Does she eat among her peers?
- What does she sit in at meal/snack times? Does this work well for her?
- How does clean up go? Does she clean up her area?
- Do the children eat at regular times? Do they usually eat together as a group?
- Meal/snack times can be busy parts of the day. Do things go smoothly? What would make things run more smoothly?

Goodness of fit?

Circle

- What is circle like in your classroom?
- How long is circle time?
- What is his attention like during circle?
- Is he engaged with the material, or is he distracted?
- What kinds of materials are used (flannel boards, calendar activities, weather activities)?
- Please describe his involvement during circle. Is he an eager participant?
- How do you know that he is engaged?

Goodness of Fit Scale

1	2	3
Poor goodness of fit		Average goodness

Notes

Notes

- What is his sitting behavior like?
- Do you have assigned spots on the rug at circle? If not, who does he choose to sit next to?
- What is his listening behavior like?
- Does he like circle time? What seems to be his favorite part? What gives you that idea?
- Please describe the actions of the other children during circle.
- How does he handle waiting when, for example, adults ask questions of other children?

Goodness of fit?

Structured Activity

- Please describe the type of structured activities you do in your classroom.
- Are the activities typically small or large group?
- How does _____ do during these?
- Does she follow directions well?
- Does she watch others or seek help if confused?
- Is she able to participate for the length of the activities?
- Where do structured activities typically occur?
- Does she complete the same kinds of activities that the other children do?
- What is her attention span like during these activities?
- Do you see a difference in her engagement between structured and free play activities?
- Any concerns?

Goodness of fit?

Nap

- How does nap time go in your classroom?
- Does he usually settle down?
- Is he able to position himself for nap easily?
- How does he calm himself?
- How does he wake up?
- Does he rest well around other children?
- What is he like after nap time? What is his mood before and after?

Goodness of Fit Scale

1	2	3
Poor goodness of fit		Average goodness of

Notes

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- Any difficulty at this time?

Goodness of fit?

Goodness of Fit Scale

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Poor goodness of fit

2

3
Average goodness of fit

4

5
Excellent goodness of fit

Personal Hygiene

- What about using the bathroom? How does that go?
- What can she do on her own?
- What is her mood like?
- Is she independent at dressing?
- Is she independent at caring for personal needs, such as washing face and hands?
- How does she participate with others during washing up time?
- How does she let you know that she needs to use the bathroom?
- Does she use the bathroom frequently?
- Any concerns with her ability to care for her personal hygiene?
- Does she engage in, or not engage in any personal care activities that cause her to be avoided by classmates?

Goodness of fit?

Notes

Story time

- What does _____ do during story time?
- Does he sit with the other children?
- Does he need any help at this time?
- How does he participate? Does he seem to understand?
- What kinds of materials do you use?
- How do you involve the children in the story? What is his response like?
- How do the other children act?
- How do you know he is listening?
- Does he enjoy story time?
- What kind of communication occurs among the group? Is he able to participate?
- Is this usually an enjoyable time?

Goodness of fit?

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Movement/ Music Time

- What kinds of movement/ music activities are done?
- How does _____ participate?
- Are any modifications needed for him to participate? Is he independent?
- What are his movements like? Any difficulties?
- What are the children doing? Are they in a group?
- Is this an exciting time for the children? How does he handle lots of activities and noise?
- Does he follow along with the music? What is his mood like? Does he seem to enjoy himself?
- Please describe his imitation skills. Does he learn from others?
- How do the children settle down afterward? How does he transition?
- Any concerns?

Notes

Goodness of fit?

Departure

- What is it like when _____ leaves your classroom at the end of the day?
- How does he leave? What is his mood like?
- What kind of communication takes place?
- Does he leave when other children leave?
- Does he have any difficulty leaving?
- If around, how do the children respond to his leaving?
- Does he identify his personal belongings?
- Do you and the family talk about the day or are you usually busy doing other things?
- Do you have any concerns about the end of the day?
- Is this usually an enjoyable time? Would anything help make this time easier?

Notes

Goodness of fit?

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Other classroom routine

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Goodness of fit?

Notes

Other classroom routine

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Goodness of fit?

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