

Scale for the Assessment of Teachers' Impressions of Routines and Engagement (SATIRE)

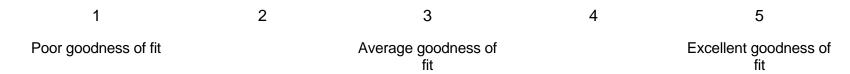
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This routines-based interview is an assessment tool designed to be used in conjunction with the routines-based interview (RBI) of the family. The SATIRE is for professionals in preschool programs and child care centers who work with teachers and families 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.



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			
Do you and the family get aDoes she separate easily?	nave for the children? during arrival? pendently at this time? doing when she arrives? ake place (between you and her; among others)?	Notes	
 How does he socialize with Does he initiate or follow the Please describe his play skien How do the other children re Does he play with certain melay activity to another? How does he react to the end 	ls, children, or adults? when given a choice? when given and/or attentio others during free play? when elead of others? when elead of others? when elead of others? when elead of others and elead of others? when elead of others and elead of the elead of others.		
Goodness of fit?	, ,		
Goodness of Fit Scale 1 Poor goodness of fit		3 4 oodness of fit	5 Excellent goodness of fit

	Notes		
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 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 whow does clean up go? Does she clean up her area? Do the children eat at regular times? Do they usually eat tog Meal/snack times can be busy parts of the day. Do things go What would make things run more smoothly? 	vell for her? gether as a group?		
Goodness of fit? Circle	Notes		
 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 a Please describe his involvement during circle. Is he an eage How do you know that he is engaged? What is his sitting behavior like? Do you have assigned spots on the rug at circle? If not, who What is his listening behavior like? Does he like circle time? What seems to be his favorite part Please describe the actions of the other children during circle How does he handle waiting when, for example, adults ask of 	or participant? or does he choose to sit next to? t? What gives you that idea? le.		
Goodness of Fit Scale	3	4	5
Poor goodness of fit	Average goodness of fit		Excellent goodness of fit
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Structured Activity	
	Notes
 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 ac tivities? Do you see a difference in her engagement between structured and free play activities? Any concerns? 	
Goodness of fit?	
Nap	Notes
 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? Any difficulty at this time? 	
Goodness of fit?	
Goodness of Fit Scale 1 2 3 Poor goodness of fit Average goodness of	fit 5 Excellent goodness of fit
Clingannaal & McWilliam (200	03.)

	Notes
Outdoor Activity	
 Does enjoy spending time outside? What activities does she choose when outside? Does she typically play alone or with others? What are the other children like when outside? How does she get around? How does she interact with others? Are there certain group games that she participates in? What are her sharing skills like? Are there any activities that she stays away from that the other children like to do? What is lining up to return from outside like? Any safety issues? Is this an enjoyable time? What would make outside time more enjoyable? 	
Goodness of fit?	
Centers	Notes
 How does make choices? Is it difficult for him? What would you say he bases his choice of centers on (friends, familiarity, activity preference)? What centers can children choose? What are his favorite centers? Are there any centers that he refuses to participate in? Is he able to move freely within and between centers? What are his relationships with peers like during centers? Do other children seek him out? Is he left out? How does he handle transitions? How does clean-up go at the end of each center? Does he use his time well at centers? How does he accept adult direction and authority? How does he respond to suggestions from children to complete activities a certain way? Would you say he is flexible? Please describe how he becomes involved at a center. Is it a slow process, requiring some prompting, or does he readily begin? Do you have any concerns? 	
Goodness of fit?	
Goodness of Fit Scale	
1 2 3 Poor goodness of fit Average goodness of	f fit 5 Excellent goodness of fit
Clingenpeel & McWilliam (200	03)

	Notes
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 us e 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 avoide by classmates? 	ed
Goodness of fit?	
Story time	Notes
 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?	
Goodness of Fit Scale 1 2 3 Poor goodness of fit Average goodness	ss of fit Excellent goodness of fit
Clingenpeel & McWilliam ((2003)

Movement/ Music Time	Notes	
 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 activence poes he follow along with the music? What is his mood like? Does he see Please describe his imitation skills. Does he learn from others? How do the children settle down afterward? How does he transition? Any concerns? 	s and noise? n to enjoy himself?	
Goodness of fit?		
Departure	Notes	
 What is it like whenleaves your classroom at the end of the of 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 on Do you have any concerns about the end of the day? Is this usually an enjoyable time? Would anything help make this time ear 	r things?	
Goodness of fit?		
Goodness of Fit Scale 1 2 Poor goodness of fit	3 4 erage goodness of fit Exc	5 ellent goodness of fit
CI!	0.16 111111 (2002)	