

Name:	DOB:	File No:
Key Worker:	Teacher:	Date:

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

Adapted with permission from Beth T. Clingenpeel & R. A. McWilliam (2003)

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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 centres 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 behaviour), independence, and social relationships with adults and peers during each routine.

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**Poor goodness of fit
(match)**



**Average goodness
of fit (match)**

**Excellent goodness
of fit (match)**

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")

Adapted from Clingenpeel & McWilliam (2003) by D Luscombe

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Arrival

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

Notes

Match? ☐ Participation? ☐ Importance? ☐

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Free Play

What does _____ do during free play?
 Is he/she engaged with materials, children, or adults?
 What does he/she like to play when given a choice?
 Does he/she play independently, or does he/she seek adult guidance and/or attention?
 How does he/she socialize with others during free play?
 Does he/she initiate or follow the lead of others?
 Please describe his/her play skills. Does he/she take turns?
 How do the other children react to him/her at this time?
 Does he/she play with certain materials for a length of time, or does he/she jump from one play activity to another?
 How does he/she react to the end of free play?
 Do you see free play as a good time of the day in your classroom?

Notes

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Meals/Snack

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

Notes

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Mat time

What is mat time like in your classroom?
How long is mat time? What is his/her attention like?
Is he/she engaged with the material, or is he/she distracted?
What kinds of materials are used (calendar, weather chart)?
What's his/her involvement like during mat time? Is he/she an eager participant?
How do you know that he/she is engaged?
What is his/her sitting behaviour like? ☐ Do you have assigned spots on the rug at mat time? If not, who does he/she choose to sit next to?
What is his/her listening behaviour like?
Does he/she like mat time? What seems to be his/her favourite part? What gives you that idea?
Please describe the actions of the other children during mat time.
How does he/she handle waiting when, for example, adults ask questions of other children?

Match? ☐ Participation? ☐ Importance? ☐

Notes

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Structured Activities

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 he/she follow directions well?

Does he/she watch others or seek help if confused?

Is he/she able to participate for the length of the activities?

Where do structured activities typically occur?

Does he/she complete the same kinds of activities that the other children do?

What is his/her attention span like during these activities?

Do you see a difference in his/her engagement between structured and free play activities?

Any concerns?

Match? ☐ Participation? ☐ Importance? ☐

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Nap

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

Match? ☐ Participation? ☐ Importance? ☐

Notes

Outdoor Activity

Does _____ enjoy spending time outside?
 What activities does he/she choose when outside?
 Does he/she typically play alone or with others?
 What are the other children like when outside?
 How does he/she get around? ☐ How does he/she interact with others?
 Are there certain group games that he/she participates in?
 What are his/her sharing skills like?
 Are there activities he/she avoids that other children like doing?
 What is lining up to return from outside like?
 Any safety issues?
 Is this an enjoyable time? What would make it more enjoyable?

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Learning Centres

How does _____ make choices? Is it difficult for him/her?

What would you say he/she bases his/her choice of centres on (friends, familiarity, activity preference)?

What centres can children choose? What are his/her favourite centres?

Are there any centres that he/she refuses to participate in?

Is he/she able to move freely within and between centres?

What are his/her relationships with peers like during centres?

Do other children seek him/her out? Is he/she left out?

How does he/she handle transitions? How does clean-up go?

Does he/she use his/her time well at centres?

How does he/she accept adult direction and authority?

How does he/she respond to suggestions from children to complete activities a certain way?

Would you say he/she is flexible?

Please describe how he/she becomes involved at a centre. Is it a slow process, requiring prompting, or does he/she readily begin?

Do you have any concerns?

Match? ☐ Participation? ☐ Importance? ☐

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Personal Hygiene

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

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Story time

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

Notes

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Movement/ Music Time

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

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Departure

What is it like when _____ leaves your classroom at the end of the day?
How does he/she leave? What is his/her mood like?
What kind of communication takes place?
Does he/she leave when other children leave?
Does he/she have any difficulty leaving?
If around, how do the children respond to him/her leaving?
Does he/she identify his/her 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?

Match? ☐ Participation? ☐ Importance? ☐

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Other classroom routine

Notes

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Other classroom routine

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Other

Are there any parts of _____'s day that we have missed?
Is there anything that would make this routine easier?

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