Team Analysis of Preschoolers in Routines (TAPIR)©

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What the heck is it?

- Routine-based
- Team Collaboration
- Document Observations
- Preschool Settings

- Functional / Real-life
- User-friendly
- Discussion Tool
- Augment & Corroborate Testing
- Intervention Planning
1. History of the TAPIR
2. Challenges it attempts to address
3. Utility
4. Process
5. Practice
History

• List in 1994
• Personal Use
• Preschool Functional Checklist  2006
  – Part of evaluation process in Blue Valley
• Team Analysis of Preschoolers in Routines
  – Dissertation
  – DEC
  – Hopefully Published
Authentic Assessment

“Authentic assessments are naturalistic methods used to obtain functional, contextual information relevant to learning in routine activities.”

(Keilty, LaRocco, & Casell, 2009)
More Thoughts.

- Authentic Assessment, calls for the interdisciplinary fields to “abandon de-contextualized testing practices.”

- Use measurement techniques that capture authentic portraits of the naturally occurring competencies of young children in everyday settings and routines.

  (Bagnato, 2007)
TAPIR Attempts to Address

Authentic Assessment Strategies

- In Context
- Functional Results
- Relevant information
Functional Assessments

- Curriculum Based Assessments
- Performance Based Assessments
- Observations
  - Anecdotal records
  - Running records
  - Language Sample
Function

• The *dynamic relationships* among *persons*, their *activities/tasks/routines*, and their *environments*

- **Child**
  - Biological and physiological
  - Abilities and skills
  - Preferences (e.g., values, interests, goals)
  - Experiences

- **Task**
  - What people do
  - Activity, task, or routine
    - characteristics
    - demands
  - Developmentally appropriate

- **Environment**
  - Physical
  - Social
  - Cultural
  - Political
  - Economic
  - Institutional
Circle
Outside
Snack
Communication
Self-Help
Fine Motor
Pre-Academic
Social
Gross Motor
Challenges TAPIR Addresses

Authentic Assessment Strategies
- In Context
- Functional
- Relevant Information
- Team Collaboration
- Shared Outcomes (Goals)
Recommended Practice

- Team

Assess

IEP

Team

Implement
OR does it look like . . .

Assess → IEP → Implement
Assess → IEP → Implement
Assess → IEP → Implement
Assess → IEP → Implement
OR Maybe . . .
5 Degrees of Collaboration

 Integration

 Collaboration

 Coordination

 Cooperation

 Communication

 High Learning Complexity

 Low Learning Complexity
• Practices driven by consensus decision making and shared goals that “avoid the parochial practices of retaining separate goals and decision authority by each discipline.”

• “Reach beyond the traditional boundaries of practice to integrate a range of services in order to meet multiple and complex needs.”

• “Purposely identify and pursue a unified set of goals.”
We used to write IEPs that were deficit-based or that were going to help kids “catch up;” now we are being asked to write IEPs that help children ACCESS, PARTICIPATE and progress in the general education curriculum.

Mrs. Jones expresses her concern about the objective: “During a variety of activities, Davey will demonstrate sustained silent breathing 100% of the time.”
Functional goals are not based only on the identification of a deficit or problem. Rather, the goals are determined by what is currently relevant for the child.
Focus on the three child behaviors of

- Engagement
- Independence
- Social relationships

Remember that goals do not belong to domains

Access & Participation!
Assessing within routines allows us to write goals that are “functional” or goals that the child needs to use in their daily life.
Organize

Synthesize

Prioritize
Utility of TAPIR

- Functional Goals
- Corroborates other assessments
- Variety of preschool settings
- User friendly
- Discussion Tool (role release)
- Prioritize and Plan Intervention
- Transitions
### Team Analysis of Preschoolers in Routines (TAPIR)

**Child's Name:**

**DOB:**

**Age:**

**Date:**

**Team:**

**Setting:**

### Directions:
1. Team members observe child in natural familiar setting with peers throughout the daily preschool routine. Several observations may be needed to gather enough information to complete. Information from daily preschool providers is critical.
2. For each routine task, check the box(es) that apply.
3. Mark level of participation and independence for each routine time of day.
4. 1 = Full Participation / Engagement (independent OR participates independently when adaptations are provided)
5. 2 = Partial Participation / Engagement (participates in some aspects of routine, occasional support needed)
6. 3 = Limited Participation / Engagement (requires constant support needed for engagement, participation or safety)

### Summary

<table>
<thead>
<tr>
<th>Level of Participation &amp; Engagement</th>
<th>Overall Strengths</th>
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</thead>
<tbody>
<tr>
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### Priority Intervention Targets

1. 
2. 
3. 
4. 
5. 
6.
Preschool Routines

• Arrival/Dismissal Times
• Large Group (Circle)
• Play
• Small Groups
• Bathroom
• Snack
• Outside Play
• Book
• Transitions
### José

#### Circle Time

<table>
<thead>
<tr>
<th>Activity</th>
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<th>Not Yet</th>
<th>Adaptations Needed</th>
<th>Intervention Target</th>
</tr>
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<tbody>
<tr>
<td>Sits upright</td>
<td>✓</td>
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**Level of Participation:**

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**Description of Participation:**

- Jose follows his peers to circle time and sits down.
- He is easily distracted and is up and down a lot.
- Consider wiggle seat or shorter circle for Jose?
- Likes songs but doesn’t imitate much.
- Labels and points.
- Needs visuals!!

**Level of Participation:**

- 3 = Independent / Full Participation
- 2 = Support Needed
- 1 = Constant Supervision / Support
Mia

- Mia is 4 years old and has Down Syndrome
- She attends an integrated Head Start program 5 days a week

http://depts.washington.edu/hscenter/elo-mia

adapted from www.headstartinclusion.org
Sorting Children’s Needs

Task is to determine who needs to learn what and how best to instruct.

Each child will have a different combination of needs.

Tier 3: Individualized outcomes

Tier 2: Targeted outcomes

Tier 1: Common outcomes
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**Description of Participation:**

Jose follows his peers to circle time and sits down. He is easily distracted and is up and down a lot. Consider wiggle seat or shorter circle for Jose? Likes songs but doesn’t imitate much. Labels and points. Needs visuals!!

*Level of Participation: 3 = Independent /Full Participation, 2 = Support Needed, 1 = Constant Supervision / Support*
Full Participation / Engagement
- Independent
- Participates functionally when adaptations are provided

Partial Participation / Engagement
- Participates in some aspects of routine
- Occasional

Limited Participation / Engagement
- Consistent
- Intensive
- Safety
Summary

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Strengths are important!!
Priority Intervention Targets

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Routine
## Intervention Planning

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<thead>
<tr>
<th>Routine</th>
<th>Environmental Adaptations</th>
<th>Activity / Task Adaptations</th>
<th>Material Adaptations</th>
<th>Instructional Strategies</th>
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<tbody>
<tr>
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Specially Designed Instruction

Describes the types of unique instructional services needed by a child with a disability to accomplish IEP goals and objectives. These services include alterations, modifications, and adaptations in instructional methods, materials, techniques, media, physical setting, or environment. These services are not ordinarily used with most children at this age level, but are needed in order for a child with a disability to accomplish IEP goals and objectives.

From KSDE IEP Training/Coaching Modules
Participation looks like . . . .

**Arrival / Dismissal**
Participation in pre-school arrival/dismissal routines often includes: negotiating curbs or steps with belongings, putting on & taking off backpack and/or coat including zipping attached zippers, greetings/farewells, and commenting or sharing news.

**Bathroom**
Participation in pre-school bathroom routines often includes: managing clothing, using the toilet and remaining dry throughout the day, requesting help if needed, and hand washing.

**Circle**
Participation in pre-school Circle routines often includes: sitting on the floor with the class, imitating movements and dancing to songs, attending to teacher/child speaking, taking turns, passing materials, answer questions, and comment.

**Small Group**
Participation in pre-school small group routines often includes: staying with the teacher directed activity, waiting for directions, requesting materials, asking for help, making choices, and following multi-step directions.
<table>
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</thead>
</table>
| Arrival / Dismiss| 3 2 1                  | Separated from parent                  | visual supports as behaviors cues and to follow routine | • To stay with the group while waiting to go to classroom  
• Follow arrival and dismissal routines |
| Bathroom         | 3 2 1                  | Cooperated with diaper changing        | Visual supports                                  | • To be independent in toileting and hand washing routines                             |
| Circle           | 3 2 1                  | Participated during music by singing and imitating some motor movements | Visual supports  
Use of highly motivating materials | • Participate for longer periods of time  
• Increased Motor imitation  
• Demonstrate turn taking  
• Practice waiting and passing materials |
Resources
Thank you

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Drive safely!!!!