Collaborative Action for Effective Integration of Therapy Support Services at School

Successful Learning Conference, 2016

Feature Presentation

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Does any of this resonate with your experiences?

Jot down key ideas that resonate with your experience

or twitter.com/ResearchC4I

As an occupational therapist working in schools…

Outline

- Reflect on complexity of collaborative care in education settings
- Recognize the importance of activity theory framework for identifying dilemmas in collaborative practice using those dilemmas as a basis for program improvement
- Cross-case examples from one component of my research on SBOT collaborative consultation in Ontario, Canada
- Continuing the conversation: what resonates for you?

Service Delivery Approaches (see Bundy, 1995)

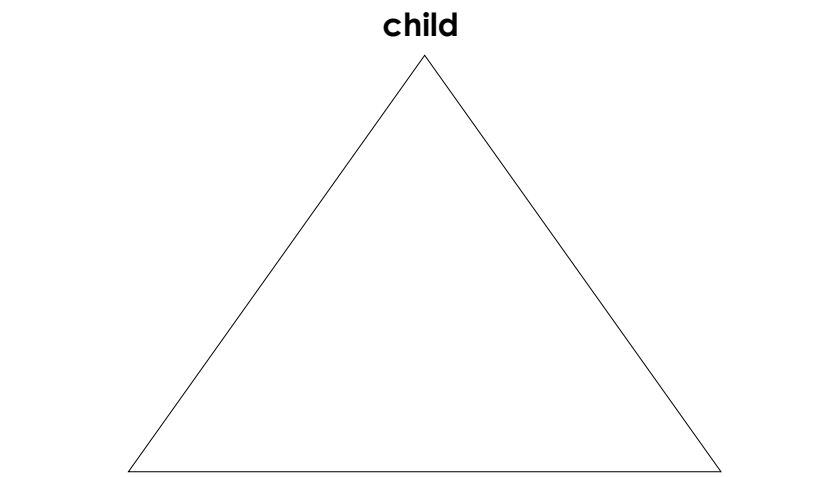
Service Delivery Methods	Goal/Outcome	What Intervention Looks Like
Direct Intervention	Change in student's ability (**develop student's skills**) to to meet expectations of the school program	• provide "hands on" treatment • pull out or push in
Indirect Intervention	Support student with **skill refinement or maintenance of function** in school context	• teach procedure to educators or educational assistants who in turn administer procedure with the student
Consultation	Identify strategies that will enable students to succeed at school despite limitations imposed by their disabilities (**compensate; accommodate; modify; adapt)**	• support changes to human and non-human environment (e.g., helping behaviours of adults; adapting classroom/routines, learning materials, school facilities)

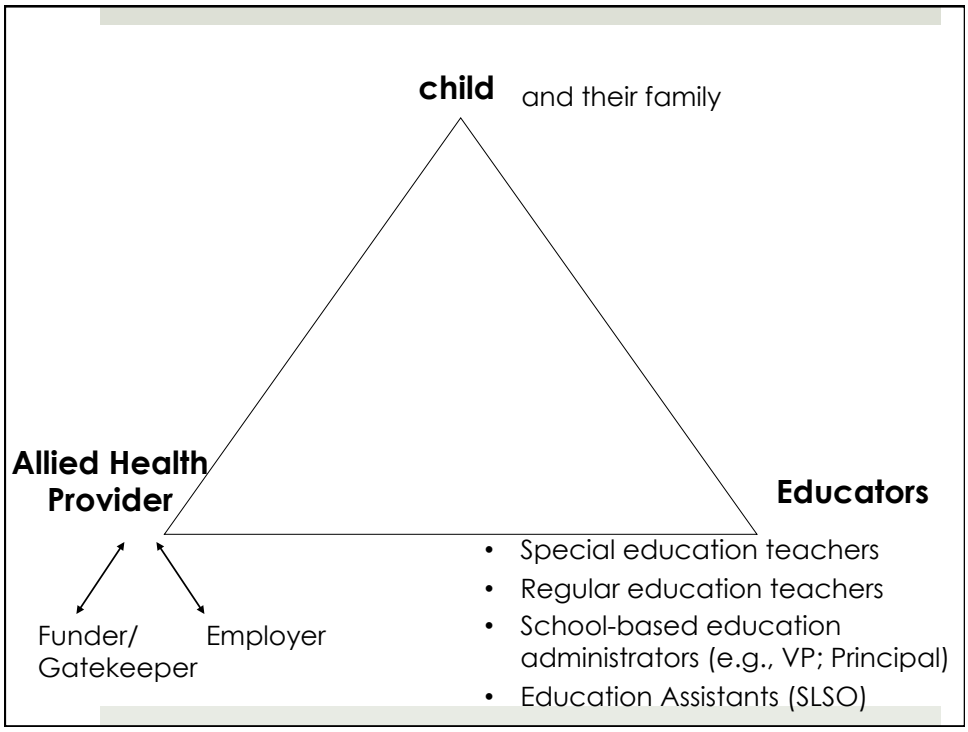
Traditional Service Delivery Model

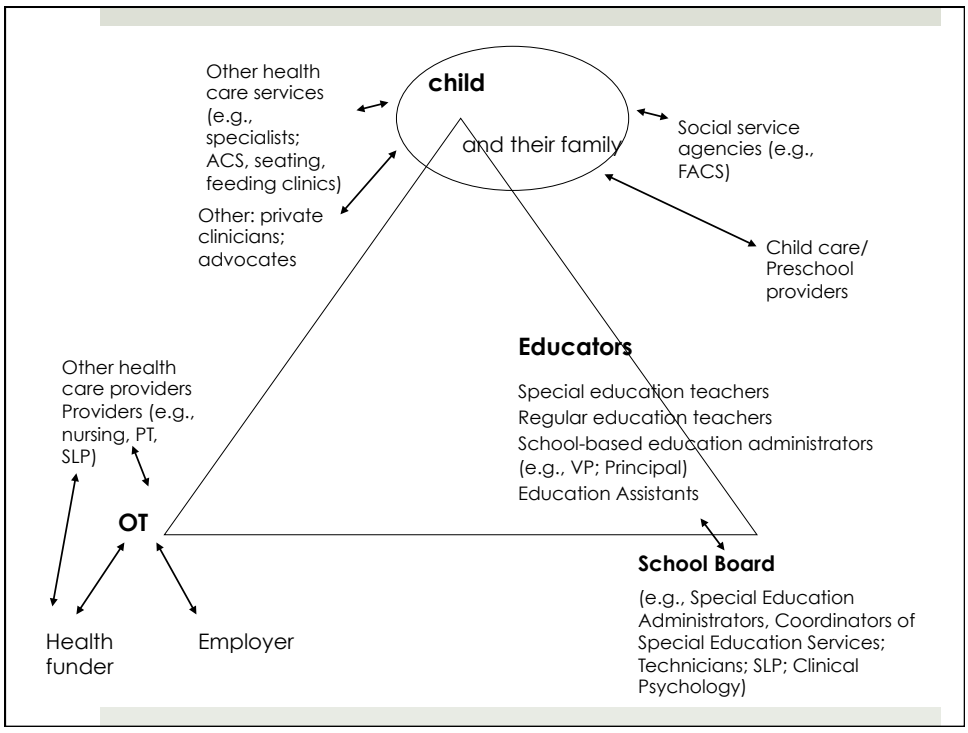
Consultation:

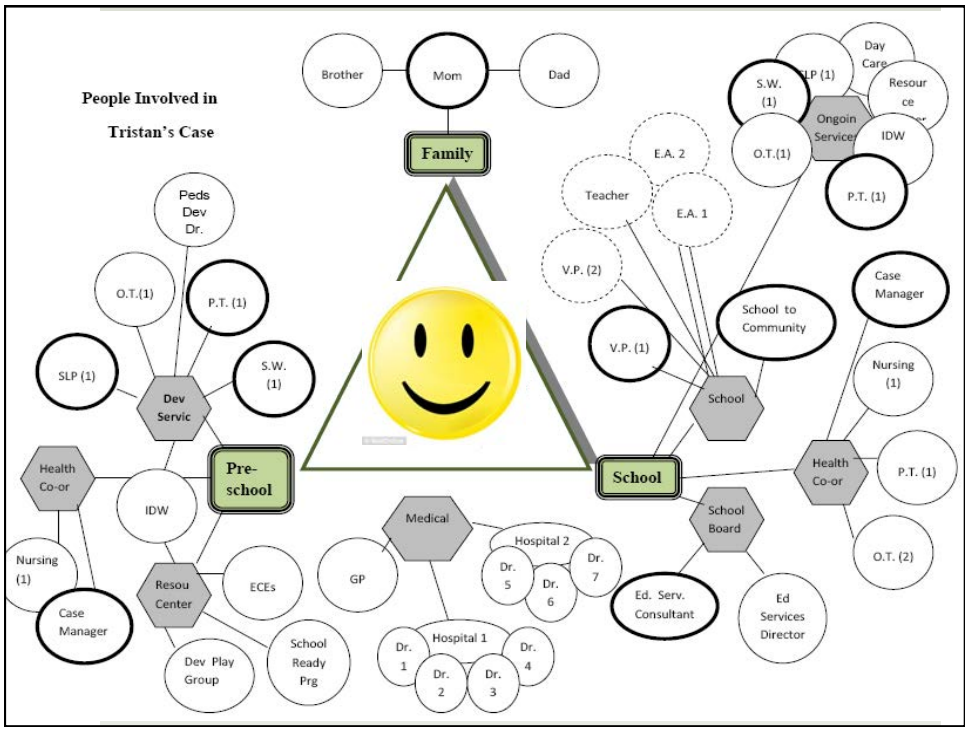
An approach to service provision in which the consultant, a specialist, assists another person in a problem-solving process with regards to a third individual, the client

Erchul & Martens, 2002; Kampwirth, 2006




child
and their family
Allied Health Provider
Educators
Funder/ Gatekeeper
Employer
• Special education teachers
• Regular education teachers
• School-based education administrators (e.g., VP; Principal)
• Education Assistants (SLSO)


Other health care services (e.g., specialists; ACS, seating, feeding clinics)
Other: private clinicians; advocates
child
and their family
Social service agencies (e.g., FACS)
Child care/ Preschool providers
Other health care providers Providers (e.g., nursing, PT, SLP)
OT
Educators
Special education teachers
Regular education teachers
School-based education administrators (e.g., VP; Principal)
Education Assistants
School Board
(e.g., Special Education Administrators, Coordinators of Special Education Services; Technicians; SLP; Clinical Psychology)
Health funder
Employer



Service Integration and Coordination

https://blogs.ca.com/2015/03/30/hey-it-your-big-data-infrastructure-cant-sit-in-a-silo-anymore-2/

Collaborative Consultation

An ***interactive*** *problem-solving process* that enables people with ***diverse expertise*** to ***generate creative*** *solutions* to ***mutually defined*** *problems*.

Idol, Nevin, & Paolucci-Whitcomb, 2000

Relationship between collaboration and outcomes

Villeneuve & Shulha

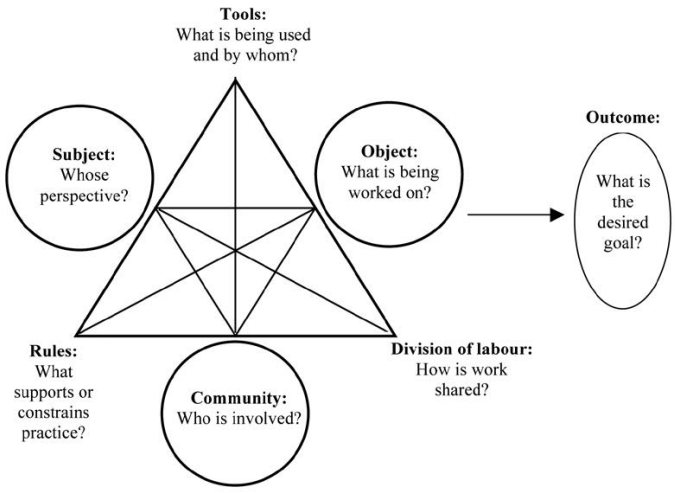


Figure 1. Sociocultural activity theory conceptual framework. *Adapted from Leadbetter, 2008*

Gaps in Research

- Relationship between educator-OT collaboration and outcomes for students? (Barnes & Turner, 2001)
- Impact of collaboration for teachers? (Reid et al., 2006)
- Tension: pressure to adopt collaborative consultation as best practice vs. evidence that OT continue to employ direct intervention (Bayona et al., 2006; Fairbarin & Davidson, 1993; Niehues, 1991; Spencer, 2006)
- Factors that facilitate collaborative interactions? (Villeneuve, 2009)
- Limited description of health-educator collaborative consultation

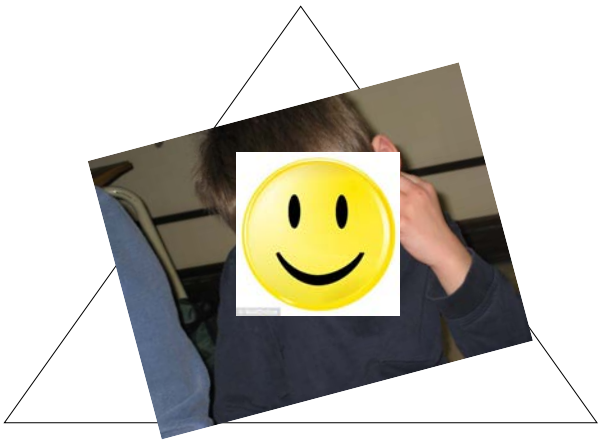
Expansive Transitions toward Collaborative Working

Engestrom, 2008

Quality inclusion results from optimising joint effort among adults.

http://www.cea-ace.ca/education-canada/article/school-inclusion

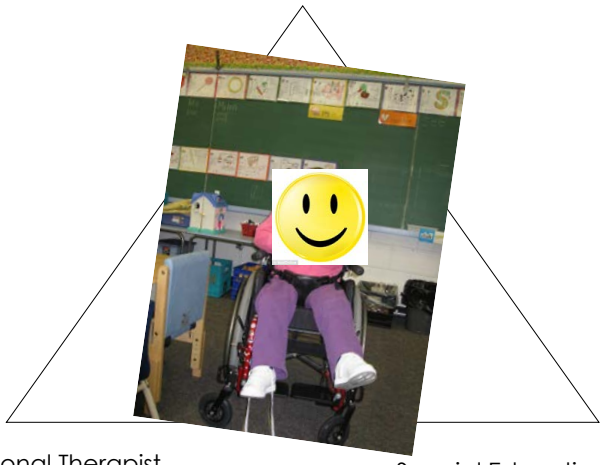
Connor (focal participant) & Connor's mom



-Occupational Therapist (OT)
-Case Manager (CM)

-Special Education Teacher (SET)
-Education Assistant (EA)
-Grade 1 Teacher
-Vice Principal (VP)

Alisha (focal participant) & Alisha's parents



-Occupational Therapist (OT)
-Case Manager (CM)

–Special Education Teacher (SET)
–Education Assistant (EA)
–Senior Kindergarten Teacher
–Vice Principal (VP)

Key Findings

- Focus for Educational Programming
- Communication Practices
- Leadership & Accountability Practices of Educators

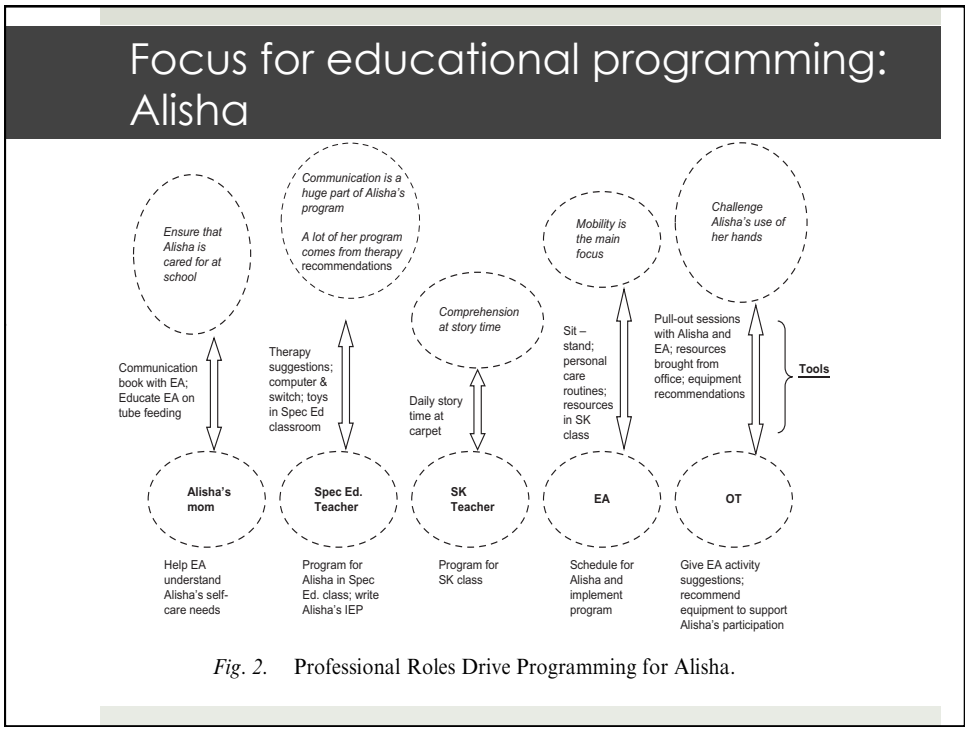
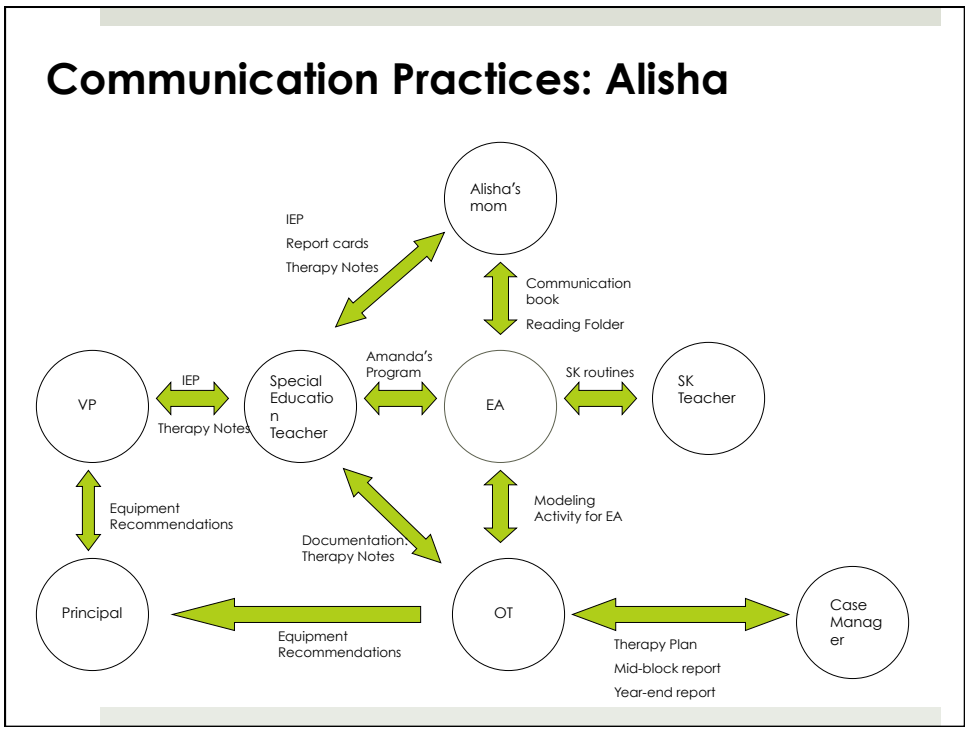


Fig. 2. Professional Roles Drive Programming for Alisha.



Focus for educational programming: Connor

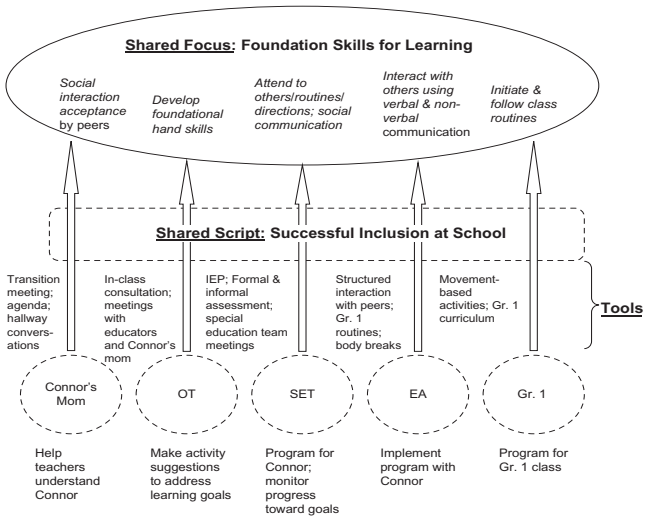
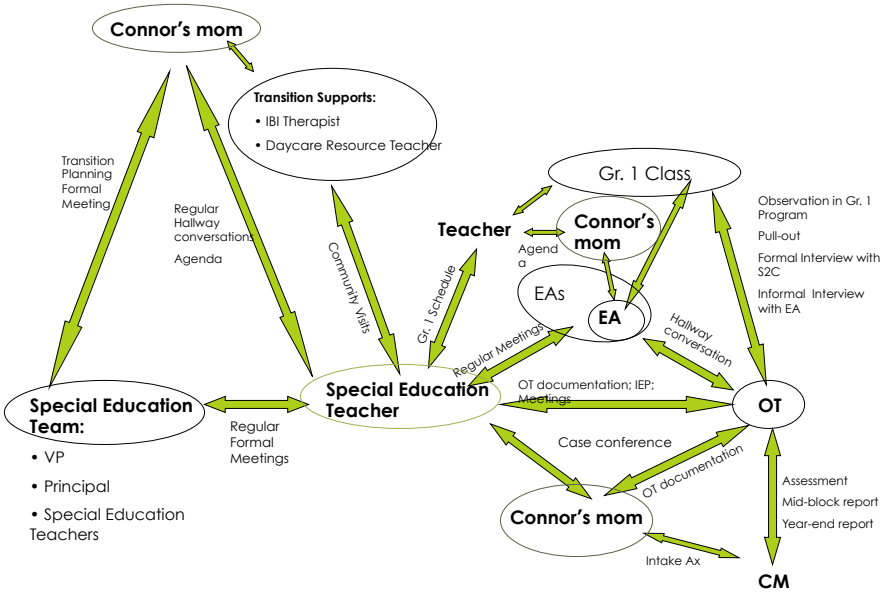


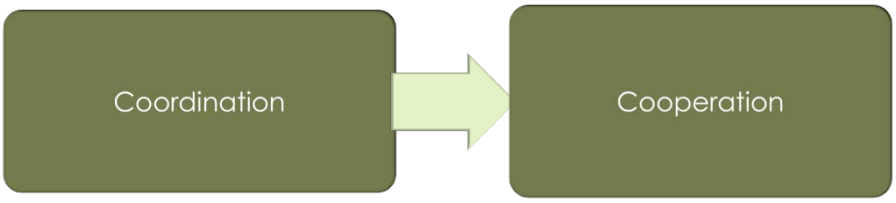
Fig. 3. Educational Goals Drive Programming for Connor.

aded by Doctor Michelle Villeneuve At 11:50 11 February 2015 (PT)

Communication Practices: Connor

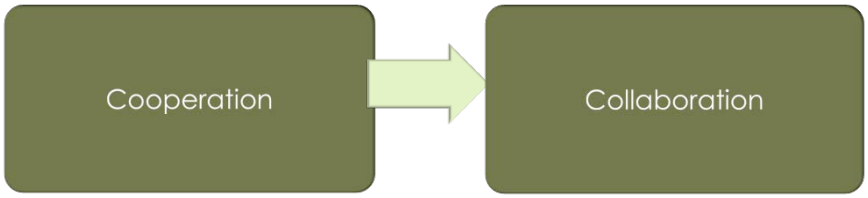


Expansive Transitions to Cooperative Working



- On the spot trouble shooting
- Sustained interaction over duration of school year

Expansive Transitions to Collaborative Working



- Shared focus on educational goals
- Making time up front
- Documentation to sustain shared focus for joint working

- Showing how and explaining why
  - in class context;
  - using materials readily available at school

- Leadership & accountability practices of special education team

Implications

- Define expectations for occupational therapy involvement grounded in the student's educational goals and classroom routines.
- Use formal meetings to support development of shared goals; use informal meetings to support ongoing communication and relationships among collaborators.
- Collaborate in the classroom; use what is available at school.
- Leadership and responsibility of educators is critical to the successful implementation of occupational therapy recommendations at school.

School Leadership for Collaborative Action

- School leadership (agency-based service integration)
- Fostering collaborative care (child/family-based service coordination)
  - Families as experts in their child's capabilities,
  - Educator's as experts in the curriculum and instruction,
  - Special Educators as "knotworkers,"
  - Therapists as experts in functional performance & participation in everyday activities.
- Inform policy health-education service coordination (system/cross-sector-based service integration)

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