Collaborative Action for Effective Integration of Therapy Support Services at School

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Feature Presentation

Dr. Michelle Villeneuve
Centre for Disability Research & Policy,
Faculty of Health Sciences

Does any of this resonate with your experiences?

Jot down key ideas that resonate with your experience

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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)

<table>
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<tr>
<th>Service Delivery Methods</th>
<th>Goal/Outcome</th>
<th>What Intervention Looks Like</th>
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| Direct Intervention      | Change in student’s ability (develop student’s skills) 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
Allied Health Provider

Funder/Gatekeeper

Employer

Educators

• Special education teachers
• Regular education teachers
• School-based education administrators (e.g., VP; Principal)
• Education Assistants (SLSO)

OT

Health funder

Other health care providers
Providers (e.g., nursing, PT, SLP)

Other health care services
(e.g., specialists; ACS, seating, feeding clinics)

Other: private clinicians; advocates

Educators

Social service agencies (e.g., FACS)

Child care/Preschool providers

School Board

[e.g., Special Education Administrators, Coordinators of Special Education Services; Technicians; SLP; Clinical Psychology]
Service Integration and Coordination

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? (Vileneuve, 2009)

- Limited description of health-educator collaborative consultation

Expansive Transitions toward Collaborative Working

Coordination ↔ Cooperation ↔ Collaboration

Engestrom, 2008
Quality inclusion results from optimising joint effort among adults.

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)

http://wwwcea-ace.ca/education-canada/article/school-inclusion
Key Findings

- Focus for Educational Programming
- Communication Practices
- Leadership & Accountability Practices of Educators
Focus for educational programming: Alisha

Communication Practices: Alisha
Focus for educational programming: Connor

Shared Focus: Foundation Skills for Learning
- Social interaction acceptance by peers
- Develop foundational oral skills
- Attend to others/communicate direction: social communication
- Interact with others using verbal & non-verbal communication
- Initiate & follow class routines

Shared Script: Successful Inclusion at School
- In-class consultation/meetings with educators and Connor’s mom
- IEP: Formal & informal assessment; special education team meetings
- Structured interaction with peers; Gr. 1 routines; body awareness
- Movement-related activities; Gr. 1 curriculum

Tools
- OT
- SET
- EA
- Gr. 1

Connor’s mom

Help teachers understand Connor
Make activity suggestions to address learning goals
Program for Connor: monitor progress toward goals
Implement program with Connor
Program for Gr. 1 class

Fig. 3. Educational Goals Drive Programming for Connor.

Communication Practices: Connor

Shared Focus: Foundation Skills for Learning

Communication Practices: Connor

Special Education Team:
- VP
- Principal
- Special Education Teachers

Special Education Teacher

Regular formal meetings

Teacher

Regular hallway conversations

Gr. 1 Class

Observer

Gr. 1 Teacher

Case conference

Observation in Gr. 1 program

Pull-out formal interview with SLP

Informal interview with EA

Mid-block report

Year-end report

Exclusive Autism (EAS)

Social interaction

Inclusiveness

Social acceptance by peers

Interpersonal relationship

Functional skills

Self-direction

Able to learn

Effective learning

Communication

Transition

Tools

Teacher

Social interaction

Inclusiveness

Social acceptance by peers

Interpersonal relationship

Functional skills

Self-direction

Able to learn

Effective learning

Communication

Transition

Tools
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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WHAT DO YOU HAVE?
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Participants

References


MICHELLE VILLENEUVE PhD, MSc, BSc OT
Co-stream Leader, Disability Inclusive Development | Centre for Disability Research and Policy
Senior Lecturer | Occupational Therapy Discipline
Faculty of Health Sciences
THE UNIVERSITY OF SYDNEY

michelle.villeneuve@sydney.edu.au

http://sydney.edu.au

twitter.com/ResearchC4I