

## TEACHERS TEMPLATE

### GOOD PRACTICE

#### TITLE

**Supporting the child and family needs by collaborative transdisciplinary teamwork  
Daniel, 2 year old**

#### BRIEF SUMMARY

The experiences and opportunities children are provided in the early years are the foundations for future learning and development, and have considerable impact on future academic success, emotional relationships, health, and wellbeing. Early years represent a unique opportunity for practitioners and families to scaffold children. So, in the early 80s an increasing attention was paid to the necessity of providing services to young children with special needs and to their families. Professionals of Health, Education and Welfare started being concerned about early identification of this families and early stimulation of children. Some significant experiences within this area emerged in many countries as a bottom-up process that later gave way to guidelines and legislation regulating early intervention for children 0-6 years old.

Early childhood intervention is broadly defined as procedures that facilitate the development of infants and young children who have special needs or who are at risk for developmental disabilities. But it is also about enhancing the capabilities of every parent to provide a supportive and enriching environment for their children to grow up in.

Effective intervention for young children with disabilities requires joint working between all the practitioners involved and between practitioners and parents and the transdisciplinary collaborative approach facilitates the highest degree of this joint working. The approach enables each child's key practitioners, parent and other relevant person in child's life to collaborate with each other to achieve collective competence and provides them with an opportunity to operate a model in which practitioners act as consultants to a primary interventionist. The main reason for adopting this approach is that there is good evidence that parents prefer and do better with a single case worker. The advantages of this way of working are that it greatly simplifies family relationships with the specialist team, ensures that family receives coordinated advice, involves the family in all decisions, enables the family to manage the demands upon their time, and reduces family stress.

#### USED MATERIALS

Animated presentation (Moovly)

#### DESCRIPTION OF THE GOOD PRACTICE

Daniel is a 3 years old boy. He was born with Down Syndrome. Daniel is a quiet and nice boy, always happy to be with others. He enjoys playing with his mum and dad, and is fascinated with small colored cars. He has started to go to kindergarten recently and he loves to watch other children playing although he has serious communication problems.

Daniel can be described as having 'complex needs'. He has motor and cognitive developmental delay, doesn't speak nor walk yet. He has also other physical complications that worry the parents, specially visual and heart problems.

Because Daniel needs many kinds of therapies and educational support his parents faced a very stressful daily life, running from one appointment to another, dealing with different practitioners and often contradictory advisements. The mother had to stop working, the father worried about finances and the child resented the fact that he spent less and less time in kindergarten. He missed his routines and things didn't seem to be working for him and his family. The kindergarten teacher was also worried and feeling helpless, because Daniel was

joining the group less and less, and she was also not able to work together with so many different practitioners.

Daniel's parents were advised by a friend to ask for support from an Early Intervention team.

When the mother heard that the intervention would take place in her home and that many practitioners would become involved she got really worried. She could not imagine herself dealing again with lots of different and disagreeing specialists.

But soon she realized the approach would be quite different.

Planning the evaluation and the intervention was a task that involved all team members, and sharing information was crucial, and they planned it to be as less intrusive as possible. So only two practitioners went to Daniel's home to evaluate his needs, as well as family needs. Then one team member was nominated as case manager and a primary provider system took place, allowing the practitioner and the parents to work together at increasing levels of closeness.

Further this case manager (in Daniel case the special needs teacher was the one chosen) also started working in the kindergarten setting, co-teaching with the kindergarten teacher, planning together with her the work to do with Daniel within his group and daily routines. By this the empowerment and enablement of parents and other significant careers was the main objective of EY team, exploring routines and daily life events as learning opportunities. Also, the Intervention team rather than covering all possible aspects of child development, focused on the issues of communication and motor development, which were a deep concern for the parents and with serious implications for Daniel. However, the intervention plan agreed among the team included ample opportunities to promote other skills, within an integrated, needs-led, and child and family centered approach.

This approach means a close collaboration among the family and the special needs teacher, but also their interaction with the other team members, who enabled them by pooling and exchanging information, knowledge, and skills, and work together cooperatively. This clearly brought peace to the family and benefits to Daniel.

#### **EXPLANATION of used words/terms**

Early intervention is the process of providing specialized support and services for infants and young children who have developmental delays or disabilities, or are at risk, their families and communities, in order to promote development, well-being and community participation.

Transdisciplinary teamwork involves a team of professionals who work collaboratively and share the responsibilities of evaluating, planning and implementing services to children and their families. One professional is chosen as the primary service provider for the family, and acts as the conduit for the expertise of the team.

#### **POSSIBLE LESSONPLAN - ORFS**

Follow the instructions of the Animated Presentation.

Reflect and answer individually, in pairs or in groups according to Presentation instructions.

Give your arguments and write them in the answer sheet.

Along Presentation students are motivated to:

- Identify child and family needs
- Understand how team members can collaborate to meet the child and family needs
- Understand the keys features of transdisciplinary collaboration and its benefits in inclusive education
- Reflect about their experiences and reality
- Make links with other aspects of inclusive education:
  - o Communication
  - o Reflection
  - o Holistic observation
  - o Ethos
  - o Adaptations

## 1 Frame (1,34 min)

**Summary:** In this frame we will see a family, mother, father and a 2 year child with Down Syndrome. The child has delay on cognitive and motor development. He doesn't speak nor walk yet. He is always happy with others and he enjoys playing with mum and dad.

## 2 Frame (2,08 min)

**Summary:** In this frame Daniel's mother and father are worried about the number of therapists and professionals saying different things.

Questions:

1. What's happening here?
2. What are the needs of Daniel and his family?
3. What would you recommend?

## 3 Frame (3,46 min)

**Summary:** In this frame Daniel's mother stops working, and they spend a lot of time in therapy. Daniel is sad because he has no time to play with his friends in kindergarten.

Questions:

1. Share your ideas about what is happening. What can be done?

## 4 Frame (5,25 min)

**Summary:** In this frame Daniel's mother meet a friend and she speaks about her daughter and the experience with the Early Intervention service. When the Daniels's mother hears that the intervention will take place in her home and that many practitioners will become involved she gets really worried. The EI team analyzes the case and two professionals go to family's house to do Daniel's evaluation.

Questions:

1. What was worrying the mother?
2. How did the team avoid the problem?

## 5 Frame (6,32 min)

**Summary:** In this frame the EI team shares information about the case and decides who will be the case manager.

Questions:

1. What is the role of Daniel's case manager?
2. What kind of collaboration does she need from the team?

## 6 Frame (7,12 min)

**Summary:** In this frame we see the case management working at home with Daniel's family and also in Kindergarten with the teacher.

Questions:

1. Transdisciplinary collaboration. What makes it possible?

## 7 Frame (8,29 min)

**Summary:** In this frame a review about the conditions to develop a transdisciplinary model of collaboration is presented.

Questions:

1. Identify main ideas about collaboration in the narrative and meaningful links to your professional contexts. Are other keywords present?

**CAN THE STUDENTS FIND THE 6 KEYCOMPONENTS IN THIS EXAMPLE?**

You write down where you find the keywords in the case study

Key	Where do you find it? Explain	Comment? Questions you can ask students to observe more focused?
<b>Collaboration</b>	Teamwork Co teaching	
<b>Reflection</b>	Team meeting Sharing information Case analysis	
<b>Holistic observation</b>	Intervention based on learning opportunities Routines Case manager has a holistic view about child and the family	
<b>Ethos</b>	Every child is unique. Individualized plan Emphasis on educational individualization and differentiation. Focus on natural contexts family, kindergarten...	
<b>Adaptation</b>	Individualized plan implies full adaptation of practice, curriculum and materials	
<b>Communication</b>	Key to transdisciplinary collaboration	