



Building better futures
for children with disabilities

Building a Collaborative Relationship between Early Childhood Education and Care Educators and Early Intervention Professionals

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Objectives

- Present findings from a national and international literature review regarding collaborative consultation between early childhood intervention (ECI) and early childhood education and care (ECEC) staff.
- Discuss findings from a project completed by Noah's Ark for which various stakeholders of the consultation process were interviewed.
- Share highlights and learnings from an international study tour with a focus on models of practice for collaboration.
- Discussion within the room regarding consultation in ECEC settings, when is it useful and what are the challenges.

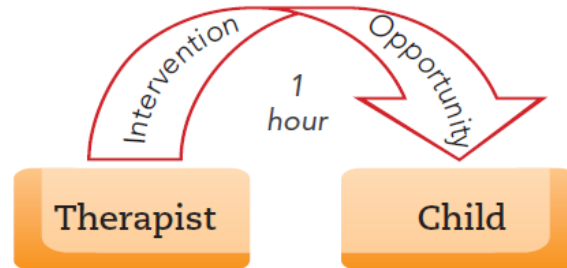
Transdisciplinary Key Worker

- Strength-based intervention
- Family centred practice
- Routine focused
- Natural environments
- Coaching practices

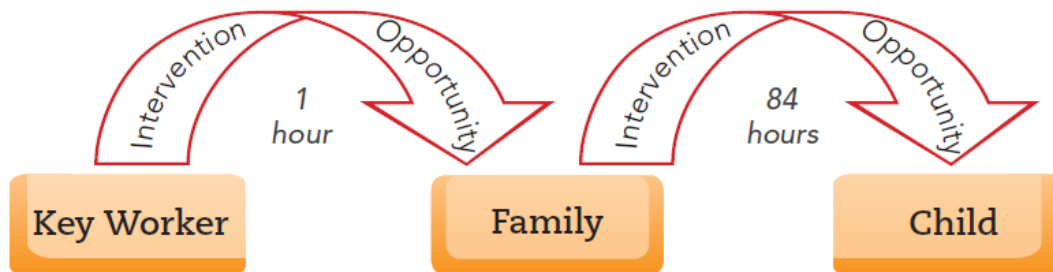


Transdisciplinary Key Worker

Traditional Therapy Model



Consultation Model



Adapted from Jung, 2003

National Literature Review

- Australian literature provides little details about what occurs when consultants support ECEC services (Dew et al.,2014).
- Recommended practices identified in the literature:
 - Partnership
 - Supporting the development of high quality inclusive programs for all children
 - Supporting a child's meaningful participation
 - Providing specialist support
 - Supporting the family's relationship with ECEC

International Literature Review

Completed by Virginia Buysse and Laurie A. Dinnebeil 2015

Proposed Framework for Consultation and Coaching in ECEC

- Key elements for a sustainable structure for professional collaboration:
 - Time
 - Structure
 - Working alliance
 - Accountability
- Process for Collaboration:
 - Identifying goals → selecting strategies → action plan → evaluating effectiveness of the plan & make adjustments.
- Family and Community Engagement:
 - Involving families in the planning and problem solving to enhance outcomes.

Inclusion Support Consultancy Project

Perspectives on Effective Practice

Consultants	Educators
Inclusion support meetings	Teamwork
Coaching	Inclusion support meetings
Strengths Based Practice	Programming support
Supporting children's learning and development	Resourcing
Specialist support	

Study Tour

2016 National Inclusion Institute, North Carolina USA

- Dr Robin McWilliam: 'How to Best Use Professionals who Visit the Classroom.'

Different models of service delivery:

- Individual pull-out (least effective)
- Small group pull-out
- One-on-one in classroom
- Group activity
- Individualised within routines (most effective)
- Consultation

Consultant Relationships:

- Quality of relationship linked to outcomes
- Importance of discussing expectations
- Highlights the importance of working together agreement

Challenges to Effective Consultation

- Time to develop relationships
- The use of different language (between therapist and ECEC educator)
- Differing values from a professional standpoint
- Differing expectations for the collaborative process
- Educators having multiple visiting professionals, possibly giving conflicting advice
- Staffing changes (therapist or educator) impacting relationship building
- Educators reported they believed some consultants had unrealistic expectations

Think to the times that you have had a consultant/therapist visit your setting.

What did it look like when it worked well?

What was it about the partnership that worked well?

Think to the times that you have had a consultant/therapist visit your setting.

Were there any challenges? How did you work together to overcome these?

Thank-you

Any questions?

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