

Development of transdisciplinary approach – where are we now?

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SNJEZANA SEITZ



Mali Dom (Little Home) operates in the Croatian capital of Zagreb and offers its services throughout the country. This public institution has developed an early intervention programme for children aged 0–3 with disabilities or a high risk of developing disabilities, which is family centred and mostly practised in the child's home

The method is ongoing and individualized for each family

The practice is funded by the local government and there is an agreement with the Ministry of Social Welfare for providing listed services

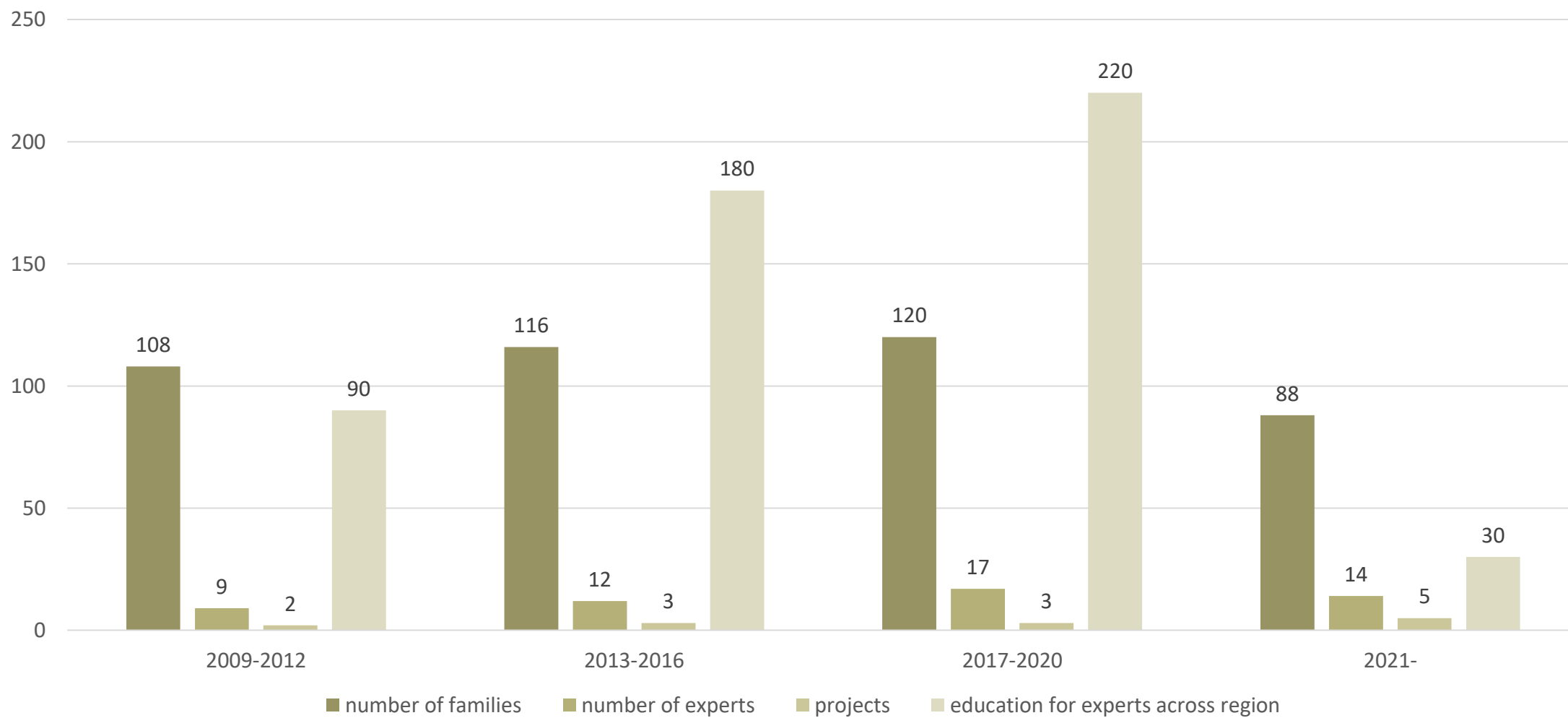
ECI is under the
Law of Social
welfare

Established referral (through
social worker, hospital,
assessment

Education of experts in the
field of ECI

Children age at entrance
around 3 months corrected
age /60 percent

65 % of children preterms
between 23 w and 34
weeks, 20% perinatal
damage, 10%
developmental delays, 5 %
syndroms



Team Model in ECI

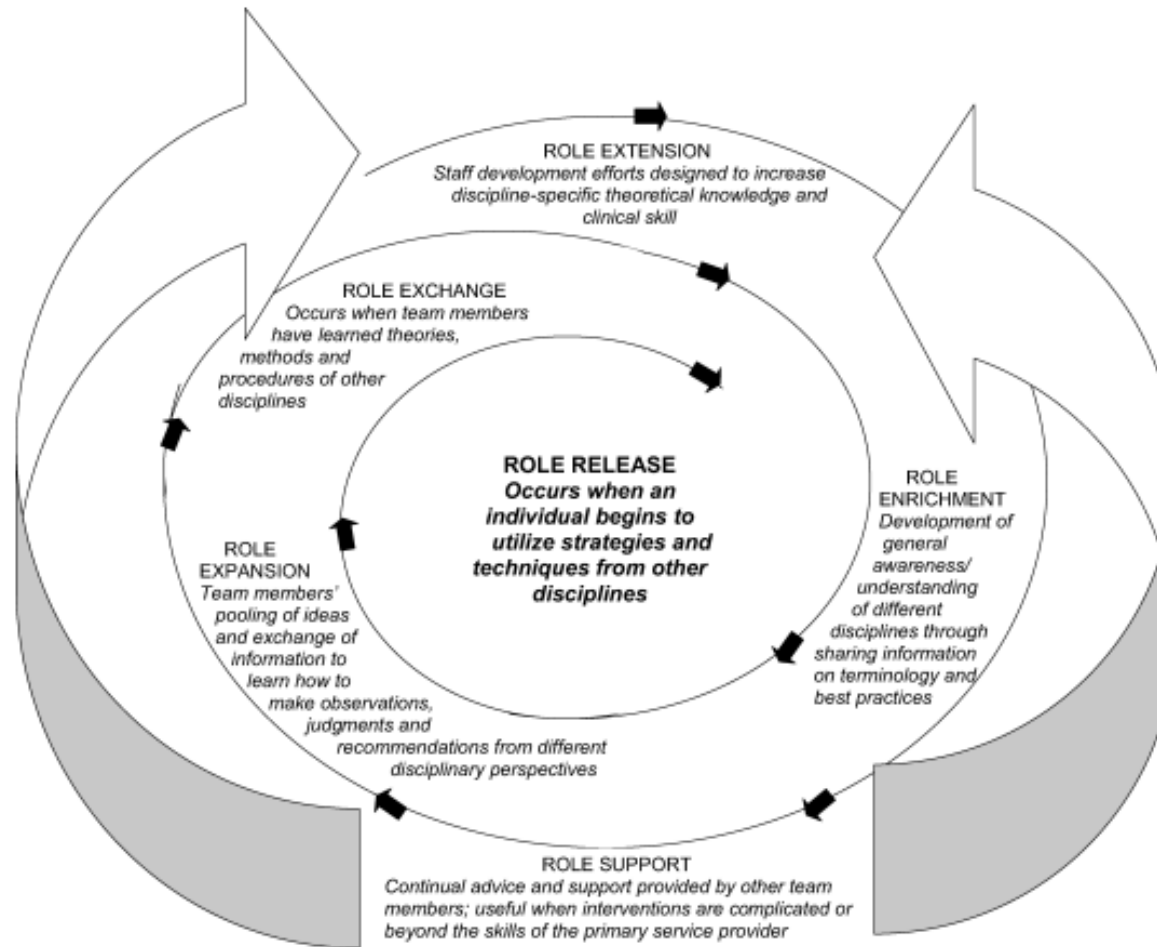
	Multidisciplinary	Interdisciplinary	Transdisciplinary
Assessment	Separate	Separate	Team members and family engage in comprehensive assessment together
Family participation	Meet w/individual disciplines	Meet with team or team rep	Full and active members of team
Service plan development	Separate plans by discipline	Share separate plans with one another	Team and family develop together based on family priorities, needs
Service plan responsibility	Responsible for their section	Responsible for sharing information as well as implementation of their section	Team responsible for how primary service provider implements every section of the plan
Service plan implementation	Implement discipline-specific section of the plan individually	Team members implement their section of the plan individually and incorporate other sections where possible	A primary service provider (can change over time) is assigned to implement plan with family: need for disciplines to share their knowledge with others to ensure full implementation
Lines of communication	Informal lines	Periodic case-specific meetings	Regular team meetings where continuous transfer of information occurs between all members of the team

Home visits

- TA approach in the family
- One team member representing whole team
- Parents are partners with experts
- With set long and short term goals home visitor is implementing them through activities and through support for parents
- Home visitor is the key person to connect families with other members of the team
- Creation of IFSP and IEP Individual education plan as a:
 - Result of all assessments
 - Parents observations and remarks
 - Cooperation of parents and professionals



The Role Release Process (King et al., 2009)



(King et al., 2009)

Figure 1. Aspects of the role release process.

Advantages/Disadvantages of the Transdisciplinary Team Model

Advantages

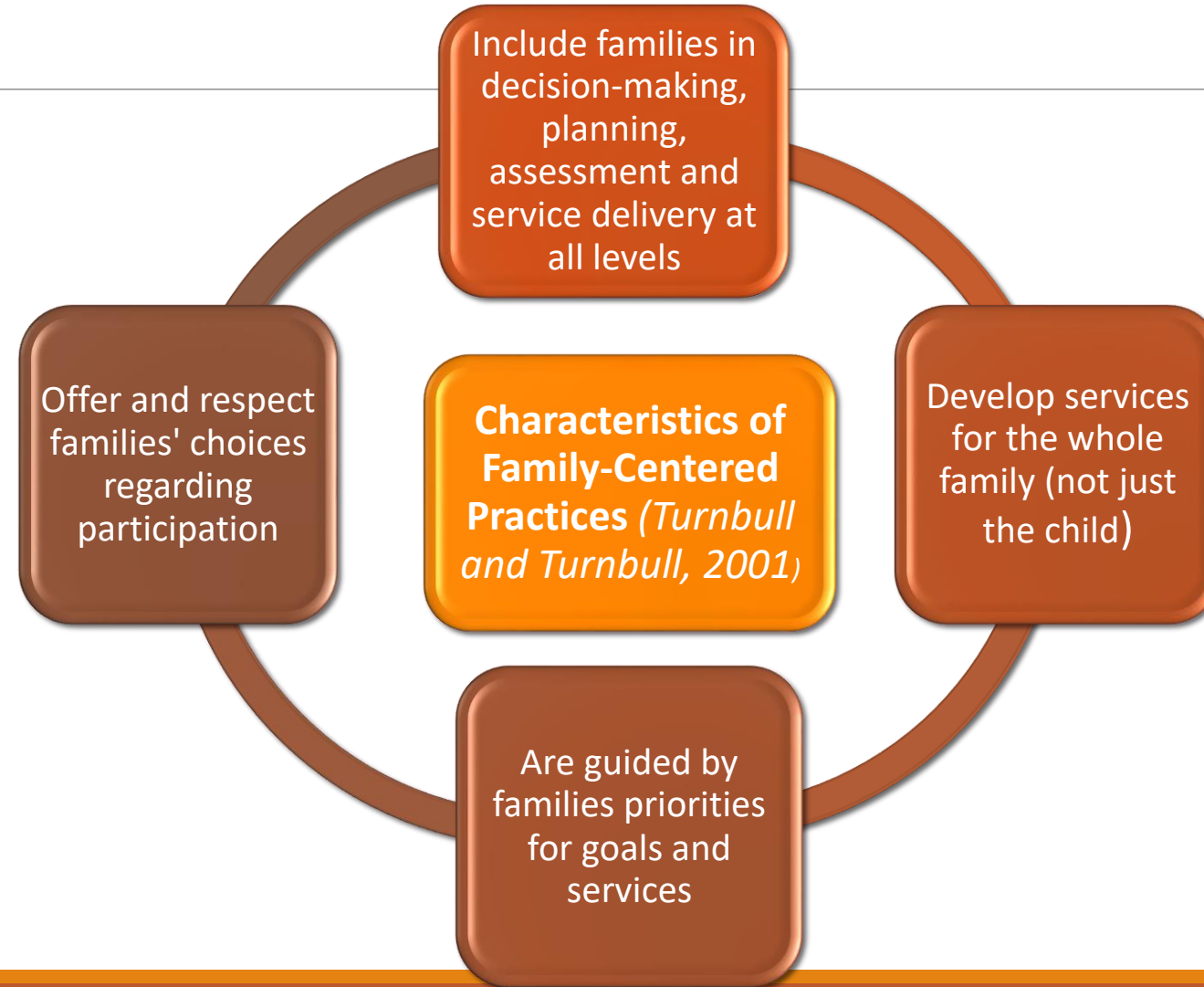
Family equal team member,
Regular meetings,
Team members gain information and practices,
One primary provider, and
Other professional team members in consultant role.

Disadvantages

Leadership support critical,
Time for meetings,
Commitment of all team members to model,
Team members willing to share expertise with other team members, and
Funding policies.

Characteristics of Family-Centered Practices

(Turnbull and Turnbull, 2001)



joint
planning

action

observation

reflection

feedback

- In recent years there is an increasing number of studies addressing the impact of professional competencies on quality of early intervention
- coaching of parents can promote their confidence and competence in supporting child learning and development” (Rush &Shelden, 2011)

Early Development Support

The family home and family routines provide the main context for program implementation

Parents as equal partners

Early
intervention
expert



Not the one controlling
process and not the one
oriented on disability

Partner who demonstrates, reflects,
guides in order to strengthen
parental competence

What it is? What it is not?

COACHING IS....

Interaction style

Reflective

Parent empowerment

Involve family & provider

Confidence & Competence

COACHING IS NOT....

Delivery method

Provider hands-off

Directive

Starting over

“Let me solve this problem for you”

How does it looks like?

Marin and family	Viktoria and family	Grga and family
Experience group every week (90 minutes)	Home visits, early intervention specialist, once a week	Zoom meeting every week with key person (early intervention specialist) – vide analysis
Physiotherapist 2 times per month	Physiotherapist, centre based, once a week	Home visit every 2 to 3 months
Speech therapy 2 times per month	Parents group once a month	Physiotherapist, once a month
Sensory integration 2 times per mont		
Team around child meeting every 3 months		

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- Coaching is a partnership that supports the development of the coachee's self-awareness, self-reflection, and self-directed action
 - Improve existing knowledge and practices within each family
 - Help the family develop new skills
 - Promote continuous self-assessment and learning on the part of the family.