

Trans-disciplinary working: ensuring the whole is greater than the sum of the parts

Marie Gascoigne
MGA : Consulting
September 2007



Context

- Integrated team around the child and their family
 - Children's Centres
 - Extended Schools
 - Early Support
 - Inclusion Development Programme



Context

- Every Child Matters : 5 key outcomes
- Tackling inequalities
- Changing commissioning arrangements
- Changing service provision models
- Changing workforce profile



Context

Locally integrated services

- Children and Young People Plans
- Children's Trust arrangements
- Joint Area Review



RCSLT Position Paper, 2006

- Delivering effective support (1-4)
- Planning for maximum impact (5-8)
- Systems for strategy (9-12)
- Developing the workforce (13-15)



Delivering effective support

Identify the speech, language, communication or eating/drinking needs of the child as part of, or with reference to, the appropriate multi-disciplinary team

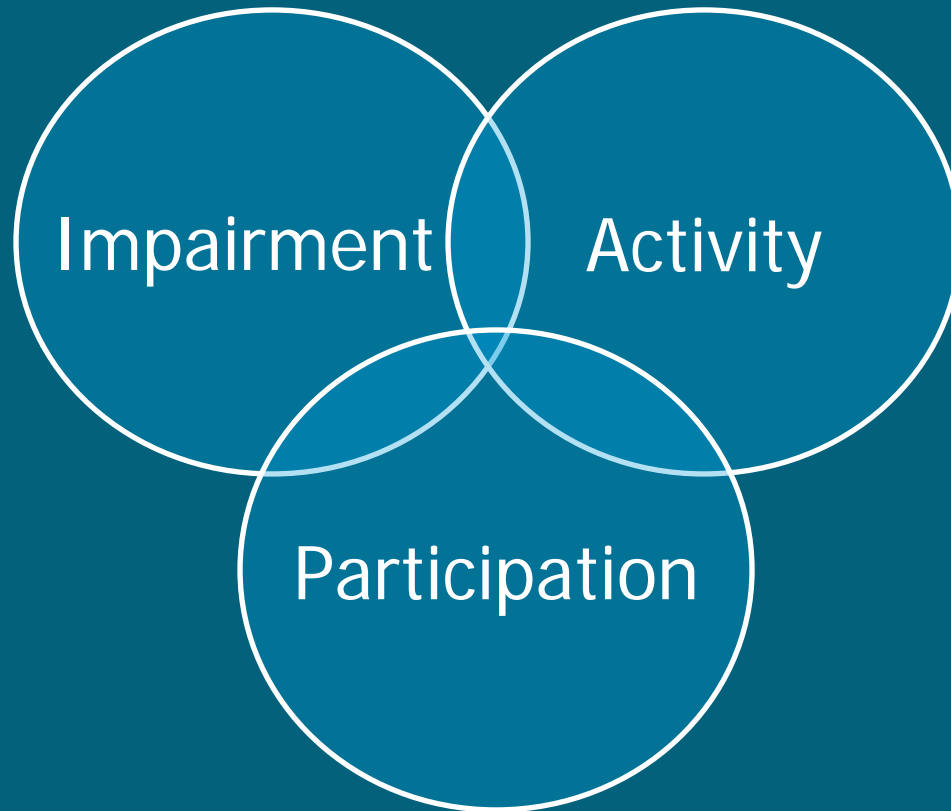
- Identify the ***functional impact*** of these needs
- Consider the ***most appropriate context*** for support
- Identify the contribution of the SLT ***as part of this team*** to meeting the child's needs



Delivering effective support

- Services should offer the full range of support for children
- Taking account of the most functionally communicative and socially appropriate environment for effecting change

The focus for input

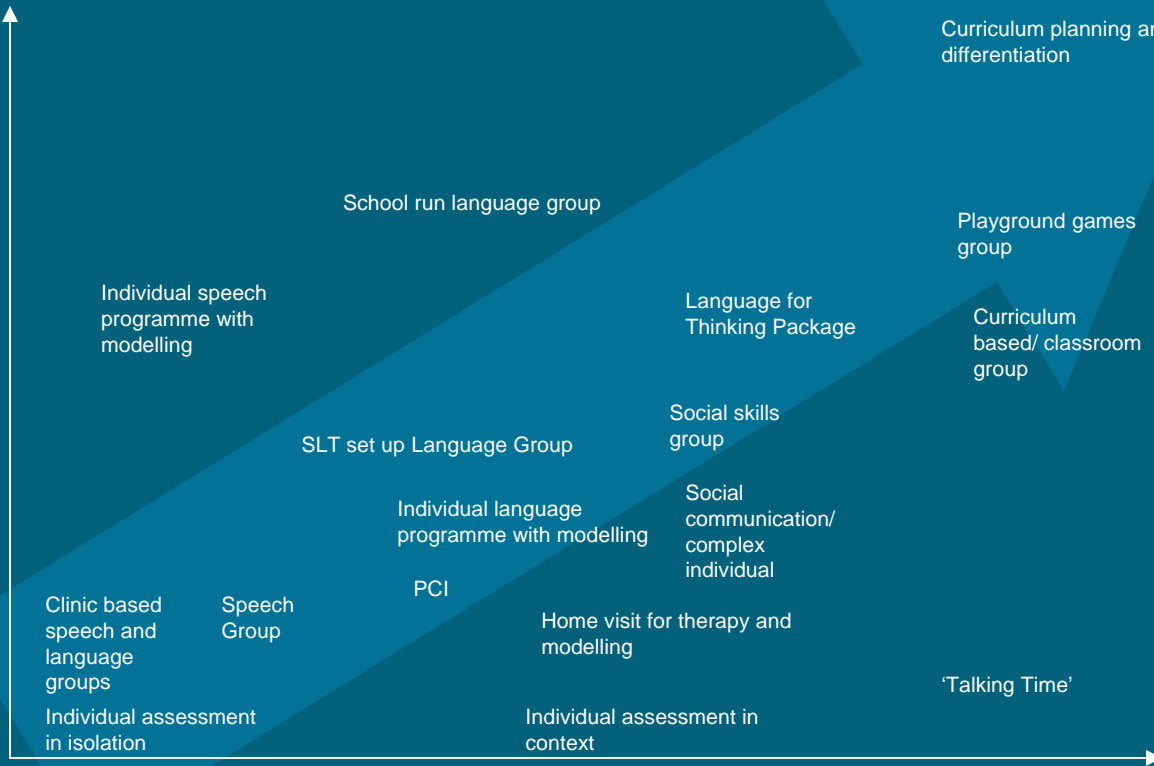


Hackney service model for packages of support

LEAD RESPONSIBILITY

School/ Setting/
Parent/ other
professional

Speech and
Language
Therapist



Impairment

Participation

FOCUS OF INTERVENTION

TRAINING

- Parent training with SENCO
- Classroom Strategy Modelling
- Central training
- School INSET Training
- Staff training

Curriculum planning and differentiation

Playground games group

Curriculum based/ classroom group

Language for Thinking Package

Social skills group

Social communication/ complex individual

SLT set up Language Group

Individual language programme with modelling

PCI

Home visit for therapy and modelling

'Talking Time'

Individual speech programme with modelling

School run language group

Clinic based speech and language groups

Speech Group

Individual assessment in isolation

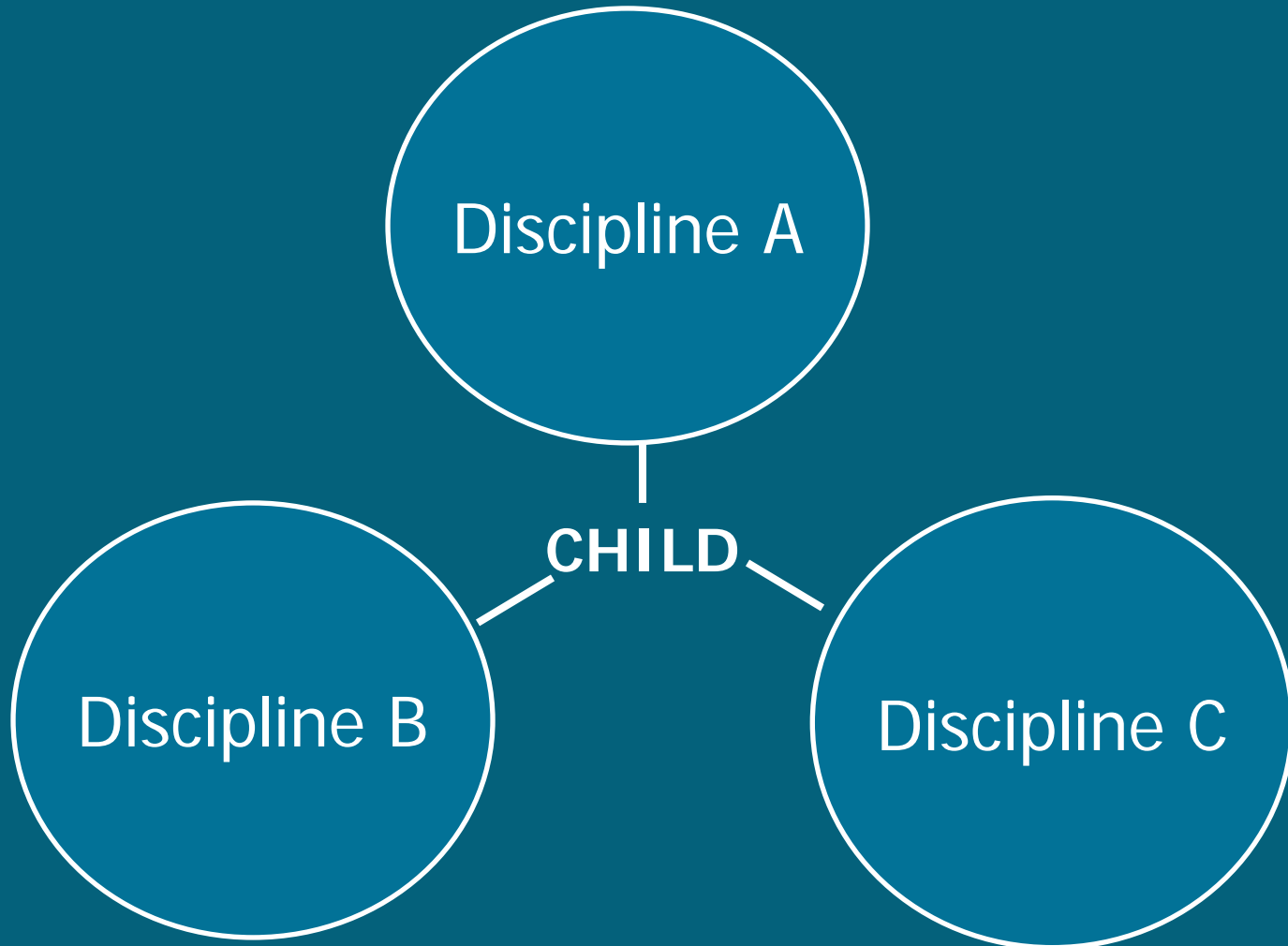
Individual assessment in context



Delivering effective support

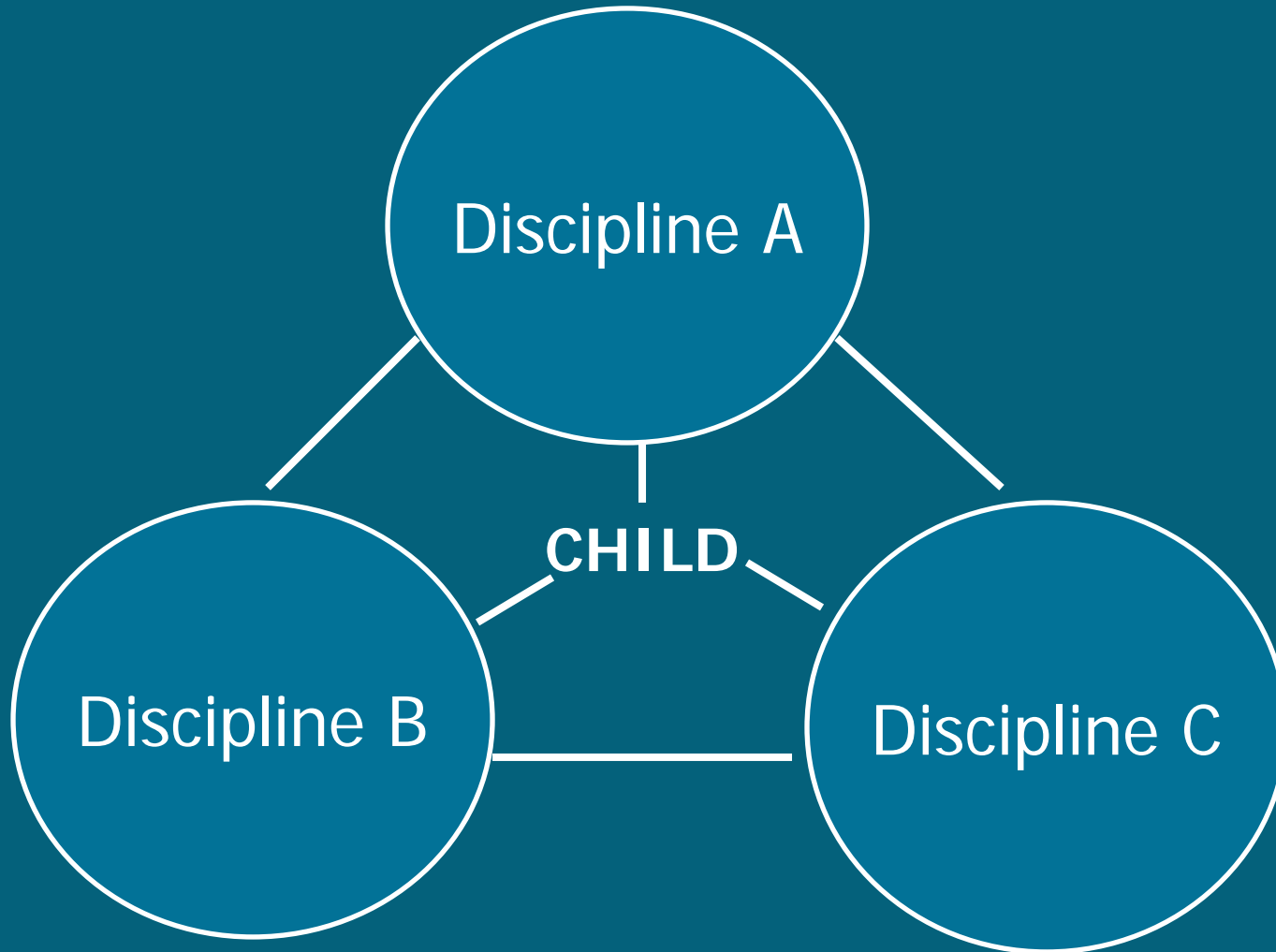
- Trans-disciplinary working is central to work with children
- Training of others is a core activity
- **Recognition of the specialist contribution to the system is essential**

Multi-disciplinary working

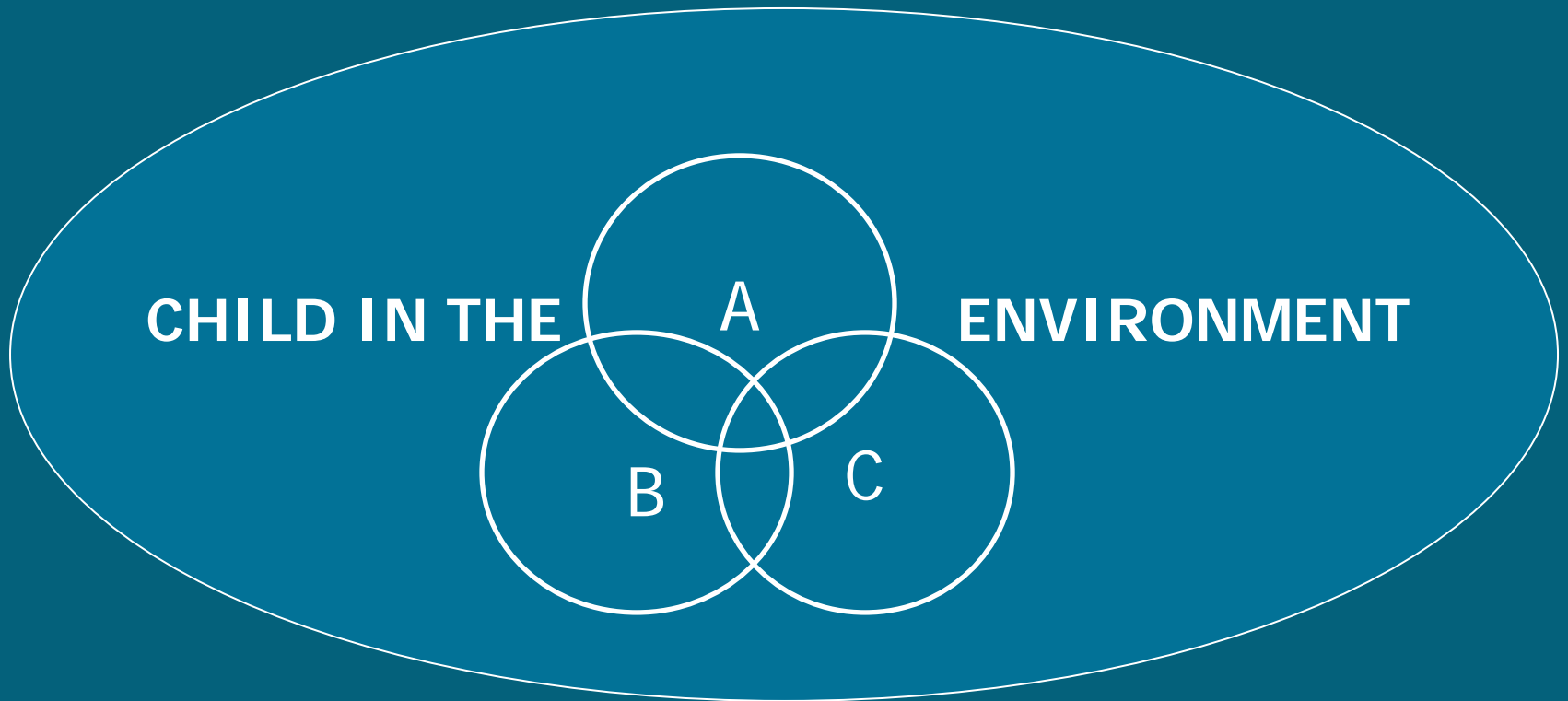


After M Giangreco, J York & B Rainforth 1989, cited in Mackey, S and McQueen J, 1998

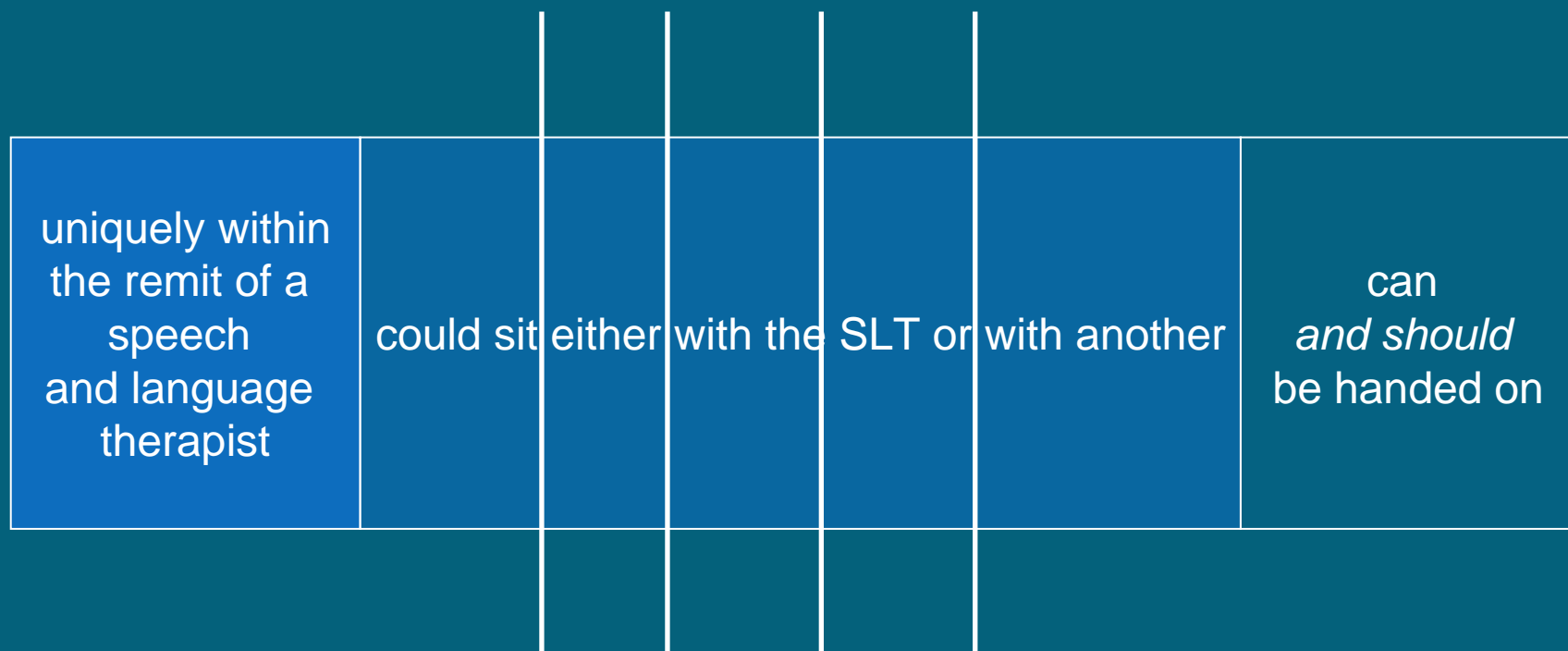
Interdisciplinary working




Trans-disciplinary working



Continuum of competences



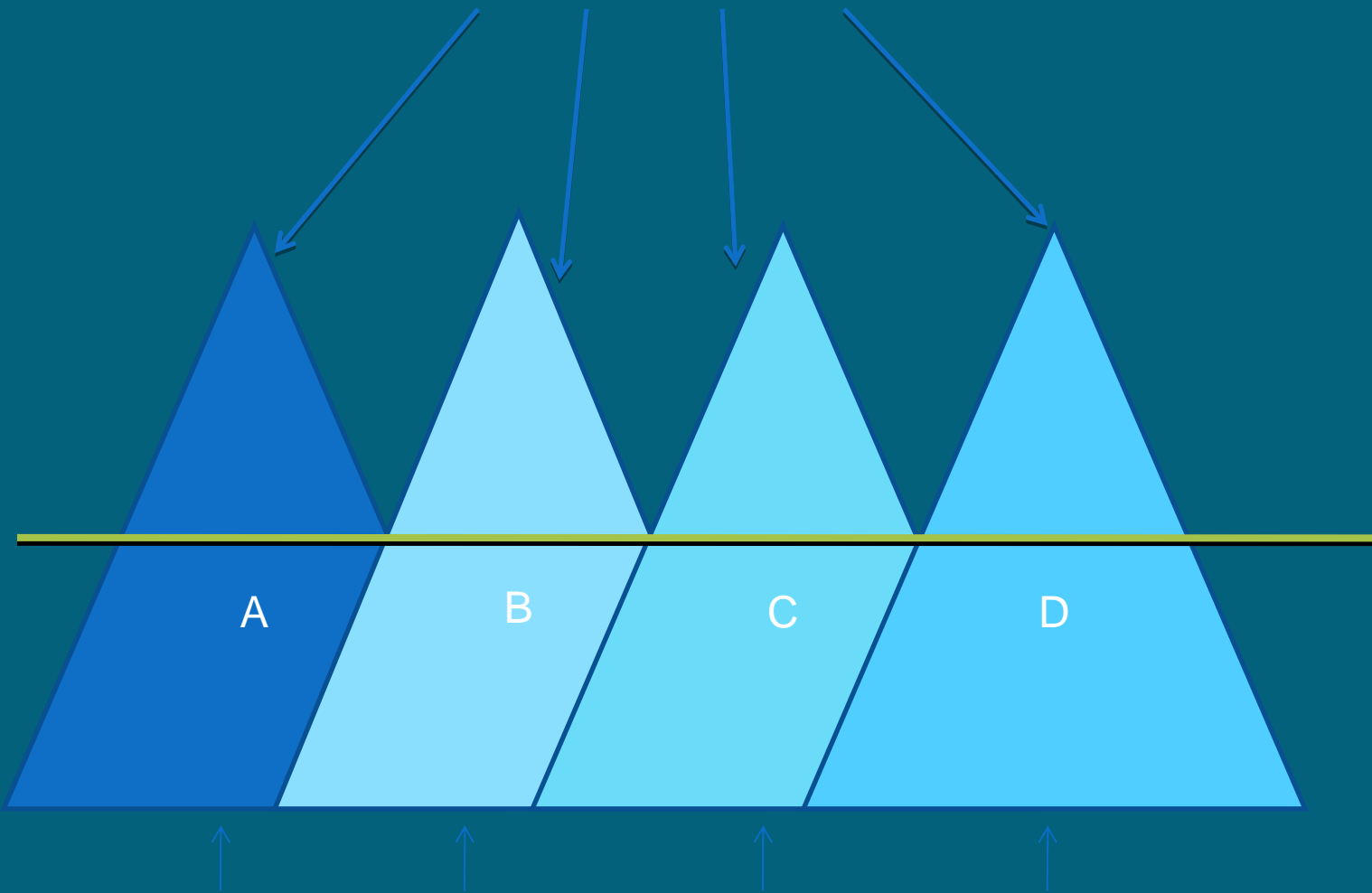
where to draw the line?



Identifying the unique contribution of each discipline

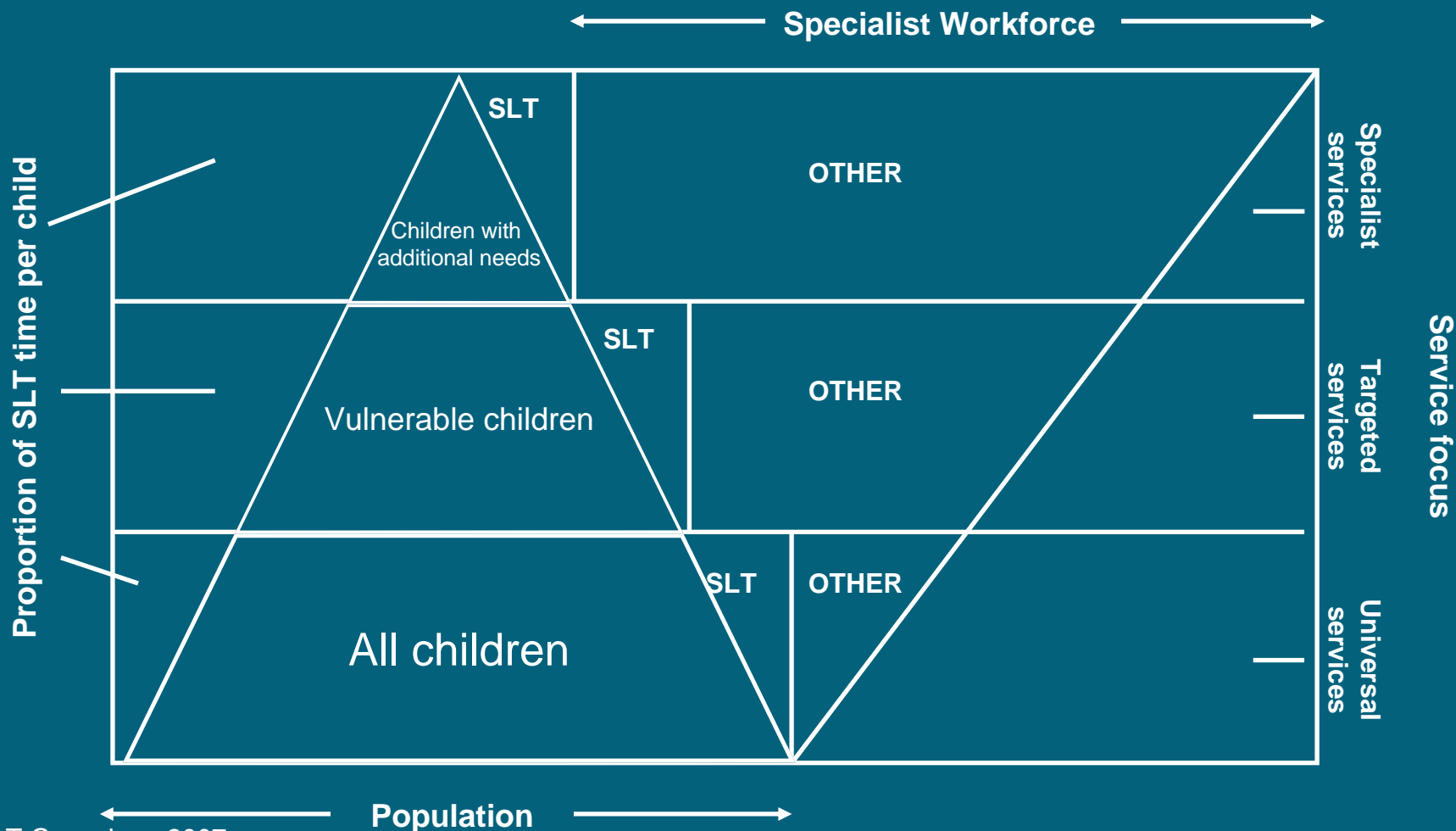
- Already much debate about ‘where to draw the line’ in terms of therapeutic intervention
- How to ensure that the unique contribution of each profession or discipline is recognised and maintained

Specialist contribution



Common knowledge, skills or competences

Model for the deployment of speech and language therapists within integrated children's services





Opportunities

- Blurring the distinction between ‘health’ and ‘education’
- Focussing on the whole system of support and not on individual agency or discipline contributions
- Child and their family receive one coordinated package of support



Realised how?

- Integrated commissioning of services for children with complex needs
- Local commissioning of services by children's centres, schools and GPs
- Joint ownership by the provider services supporting children



Realised how?

- ‘dual citizenship’ for practitioners – belonging to one common system
- Operational models which allow planning of coordinated support
- Practitioners who deliver ‘as one’ whilst recognising their specific perspective



Challenges

- There is a tension between the priorities of health and education commissioners
- SLT services for children continue to sit in the crossfire between health and education commissioning
- The 'offer' available to commissioners is rarely transparent



Challenges

- Lack of long term systemic planning
 - How to retain the specialist expertise within increasingly integrated services
- The need for radical shifts in thinking and practice
- The demand for professional strategic leadership to implement change



Challenges

- Those leading integrated children's services structures must understand and take account of the power of cultural identity amongst partner agencies and disciplines



Child

Family

Practitioners in settings

Local systems and structures

National systems and policies



Contact details:

mgascoigne@aol.com