

Maintaining Professional Identity Under a Transdisciplinary Approach to Practice in Early Intervention

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Learning Objectives

- Warm up activity.
- What is Professional Identity (PI)?
- What is a transdisciplinary team and the use of the primary service provider model (PSP) in early intervention?
- How do you maintain your PI in a PSP model?
 - Discuss result from a interviews with 9 PT, OT, SLP
 - Discuss what is currently working for our EI team in Ionia County
- Discuss the ideas in small groups and collaborate on a list of ideas to try when you get back to your own early intervention team.

[2]

The Dilemma

- In early intervention, professionals are encouraged to leave their title at the door and introduce themselves as “early interventionists” to help parents understand the transdisciplinary approach to care. The problem lies in how early interventionists maintain their professional identities while working within a transdisciplinary approach.

[3]

The Study

- The purpose of the study was to uncover any underlying themes of how early intervention occupational therapists, physical therapists, and speech language pathologists maintain their professional identity in a transdisciplinary approach. The data was collected through a series of semi-structured interviews with early intervention occupational therapists, physical therapists, and speech language pathologists working in a transdisciplinary team that uses a PSP model of care.

[4]

What is Professional Identity

- The beliefs, attitudes, and standards pertaining to a professional's discipline.

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What is a Transdisciplinary Approach

- A care team approach that involves the sharing of professional roles across disciplinary boundaries between team members.
- The transdisciplinary approach attempts to break the traditional rigidity of discipline boundaries and to encourage a teaching/learning process between team members.
- It supports the development of a staff that functions with greater unity.
- The 'pooling' and exchange of knowledge and skills across 'disciplinary boundaries' to maximize communication, interaction, and cooperation among the members.

[6]

What is PSP

- The primary service provider model is an emerging model using the transdisciplinary approach in early intervention that allows one practitioner to implement intervention strategies decided on by a team of pediatric, educational, and healthcare providers. As a result, the primary service provider will implement strategies and techniques beyond their traditional professional boundaries (King et al., 2009).
- Primary service providers working in the area of early intervention are being called "early interventionists" (Moore et. al, 2012, p. 98).

[7]

PSP IS Best Practice

- There are many team models and practices for delivering early intervention, but the **transdisciplinary approach (TA) using a primary service provider (PSP) model has been recognized as best practice** for early intervention. In contrast to multidisciplinary and interdisciplinary approaches, the transdisciplinary approach requires the greatest amount of communication and sharing of strategies between team members (Bruder, 2000 & Guralnick, 2001 as cited in King et al., 2009).

[8]

Role Release

- In order for a team using the transdisciplinary approach to be successful, role release must take place between members. Role release is the giving up or "release" of intervention strategies to another team member, under the supervision, collaboration and support of team members whose disciplines are accountable for those practices (King et al., 2009, p. 213).

[9]

Benefit of the PSP Model

- Service efficiency
- A decrease in intrusion on the family being provided services
- Less confusion to the parents
- Lower family stress
- More linear intervention plans
- Holistic service that is family-centered
- Professional development
- A PSP is able to treat the child's complete needs instead of one problem area, and they are able to educate the family as well.

[10]

OT Perspective on TA

- Due to the varied nature of domains within the OT scope of practice, OTs are ideally suited to function as PSPs when working within a transdisciplinary team (AOTA, 2014). However, "[In order] To reflect the unique certification, background, and practice framework, practitioners should be referred to as occupational therapists or occupational therapy assistants when providing early intervention services..." (AOTA, 2014, p. 1).

[11]

PT Perspective on TA

- Similarly to instructing and advising parents, guardians, and clients, physical therapists can contribute to a transdisciplinary team by teaching other team members activities or intervention strategies to use in therapy sessions. However, "It is important that the family and other team members understand that when performing the activities the therapist taught them, they are only doing activities, *not* providing physical therapy" (Vanderhoff, 2004, p. 50).

[12]

SLP Perspective on TA

- The use of a transdisciplinary model, according to ASHA, may be appropriate for SLPs, however, "It is not appropriate or suitable for SLPs to be asked to train others to perform professional level services unique to SLPs or for SLPs to perform services outside of their scope of practice" (ASHA 2008).

[13]

Demographics

- 9 participants
- 4 OT, 3 SLP, 2 PT
- Years of experience range from 6 years to 25 years
- Years in early intervention to 2 to 20 years
- Out of the 9 only one presented with a negative view of the PSP model.
- Semi-structured interviews

[14]

Emergence of Three Themes

- Profession directed therapeutic process: foundation for which we begin the evaluations and selection process for families enrolling and participating in early intervention. Grounded in our own profession.
- Profession focused competencies: connection to our roots of being an OT, PT or SLP.
- Profession focused collaboration: branching out to our team and the interchange between other professionals.

[15]

Profession Directed Therapeutic Process:

- Introduction as your licensed profession (OT, PT, SLP)
- Evaluation within your scope of practice
- At conclusion of evaluation; families are matched with a PSP that has the best fit.
- Establishing outcomes conferring with colleagues and family to collaborate.
- Introduction of self after evaluation: Background in OT, PT, SLP but I am an early interventionist.

[16]

Profession Focused Competencies: Connection to our Roots

- Professional socialization. Intradisciplinary with others of same discipline.
- Research and continuing education; staying current in own profession
- Maintaining certification and licensure
- Self awareness of knowing what needs skill building and when to ask for help
 - Mentoring
 - Learning new skills helps to identify kids that have needs.
 - Be comfortable asking for help
 - Self reflection.
- Having a niche or specialization (feeding, sensory, articulation, gait)

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Profession Focused Collaboration: Branching out to our Team

- Sharing resources
- Videos
- Observations: Co-visits/joint visits
- Professional development (in services in house)
- Team meetings: case consultations: 1:1 meetings
- Continuing education in early intervention
- Self awareness of knowing what needs skill building and when to ask for help
 - Mentoring
 - Supportive team

[18]

OT's Thoughts on PSP

- OT have a perfect lens for EI
- We work on occupations and daily living; EI is about those daily living routines. We can find many things to focus on from our practice framework that supports the family and the PSP model being routines based.
- Holistic: treating the whole child aligns well with OT philosophy.

[19]

PT's Thoughts on PSP

- Will switch providers within the 3 years if everything else has resolved and only one specific domain left (speech).
- Holistic: forces you to look at all aspects of the child not just your specific area.
- Having team member seek advise and thoughts on families in regard to PT skills solidify need for PT services on the team and strengthens PI .

[20]

SLP's Thoughts on PSP

- Most children in the birth to three have speech needs and a lot of their families on caseload that is the focus. SLPs felt they are well grounded in their professional identity.
- SLPs provide more consultation for the other team members Sometimes lines may blur as possible team members are not self aware and do not seek more professional assistance with families.
- Holistic- forces them to look at the entire child with training more able to pick up on issues or subtle cues and ask for help. Now children are not missing pieces of development. Just as speech is affected by motor movement it helps to establish a connection between PSP and PI.

[21]

Concerns for the PSP Model

- Caution with new grads
- Lack of time and resources to implement effectively
- Lack of trust or support within the team or from management
- Having difficult families and feeling like you do not know what you are doing

[22]

What is going on in EI in Ionia County

- Data base with resources
- Case consultation at weekly team meetings
- Co-visits with specific client
- Co-visit to skill build
- Team meetings on specific families
- Informal 1:1 meetings on mutual families
- Informal 1:1 meetings to skill build
- Video tape, email, google doc, phone calls
- Professional development
- Continuing education

[23]

Small Groups

- Your time to discuss ideas presented and come up with 1-2 things that you may try in your district.
- Present thoughts to the group.

[24]

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