



5th #CountMeIn! Scientific Meeting: Supporting children's participation



Experiences of educators and occupational therapists using **Partnering for Change Model** in NL context

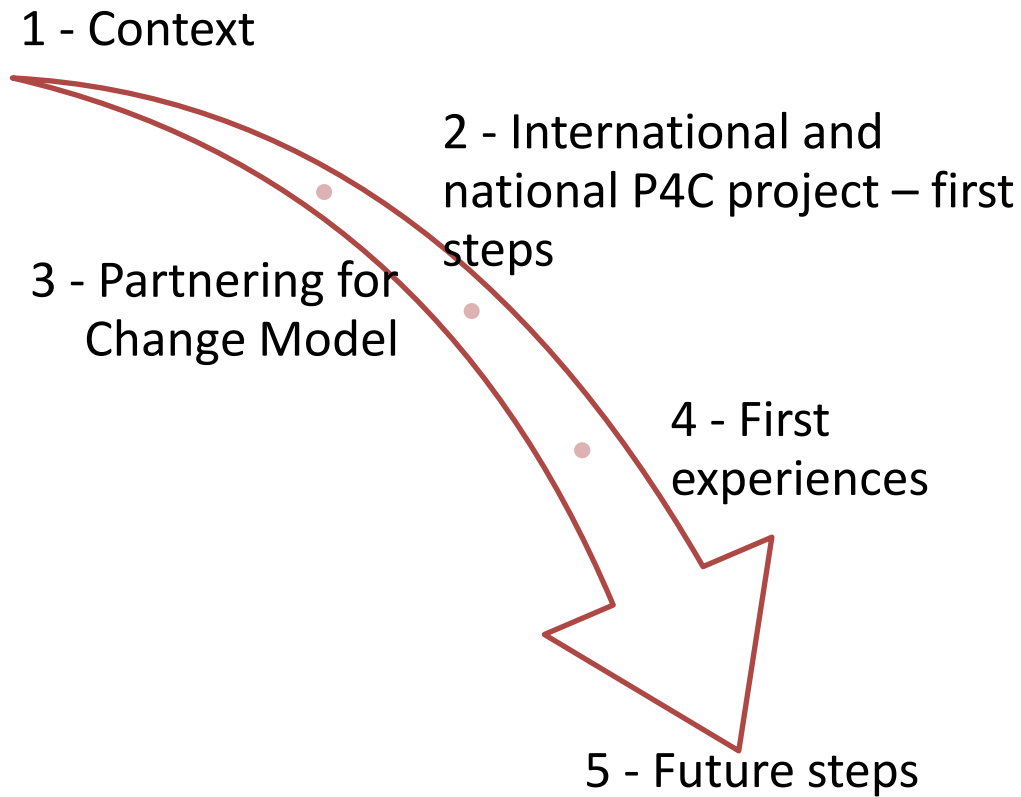
Barbara Piškur, PhD., Zuyd University, The Netherlands

Sarah Meuser, MSc., Zuyd University, The Netherlands



16-10-2018

CONTENT



CONTEXT

Paradigm shift:

- Inclusion policy
- UDL
- Collaborative models
- 2 professionals in 1 classroom (e.g. *Schwartz et al., 2010*)

Studies show that diverse groups of children having a disability participate less often, or have fewer friends or opportunities (e.g. *Bult et al., 2012; Michelsen et al., 2014*)

Focus on using, changing or enabling environments (e.g. *Anaby et. al., 2013; Piskur, 2015*)

CONTEXT in NL



Policy has changed in 2014

Diversity in a classroom

Teacher's skills

Parents have a lot of experiences and knowledge

In practice the focus is still on disability and/or fixing a problem of an individual child

TIME FOR A CHANGE

Focus on enabling –
changing or using
the environment



FIRST STEPS

1. Community of practice Zuyd Child & Youth

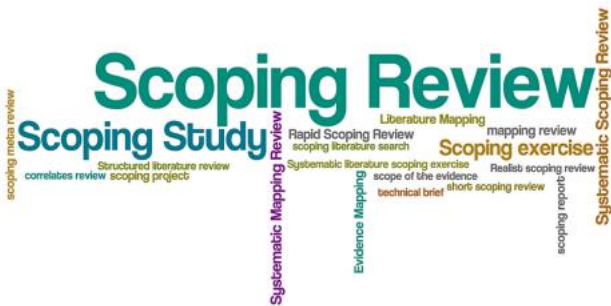
Co-design &
co-creation
journey

 Ron Crutzen, scholengroep Kindante	 Esther van de Bool Ergotherapeute Praktijk voor kindertherapie Geleen Praktijkbegeleider stagiaires ergotherapie Zuyd in regulier onderwijs	 Marie-Thérèse Bindels moeder
 Sandarijn Hilkhuisen, moeder	 Ger Boer Expert in primary education Zuid-Limburg	 Dean Wolters Ecsplere Geleen
 Linda Frantzen Ergotherapeute Praktijk voor kindertherapie Geleen vertegenwoordiger EKK Zuid	 Gemeente Heerlen Beleidsmedewerker Jeugd	  Heleen Reinders-Messelink, onderzoeker revalidatiecentrum Friesland Lid of NL stuurgroep DCD
 Marcel Gijsen, docent aan de Nieuwste Pabo en onderzoeker lectoraat Opleiden op School		 Ans Backhuijs-Ammerlaan Leerkracht speciaal onderwijs, ergotherapeut Onderwijs Buitengewoon Advies en begeleiding Vertegenwoordiger OKE

Docenten opleiding ergotherapie Zuyd en lid van diverse lectoraten, werkgroepen (EN adviesgroep Kind & Jeugd, DCD stuurgroep, CO-OP academy, wgn kinderET)

 Jolien van den Houten	 Sarah Meuser	 Eefje Kern	 Barbara Piškur	 David Wild	 Rianne Jansens	
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FIRST STEPS



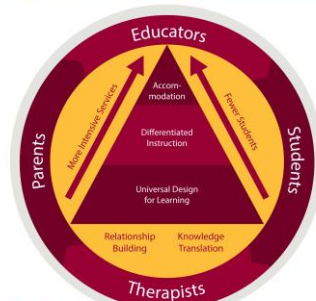
2. Literature study (Meuser et al., submitted):

- Interventions;
- Strategies;
- Tools.

FIRST STEPS

Intervention including most of the successful strategies identified = Partnering for Change

PARTNERING FOR CHANGE: P4C
Building Capacity through Coaching and Collaboration in Context



**PARTNERING
for CHANGE**

© Missiuna, Pollock, Campbell, Loeve and Whalen, CanChild, McMaster University 2011



Prof. dr. Cheryl Missiuna

FIRST STEPS

3. Establishing collaboration with CanChild authors
4. Getting to know the P4C Intervention and
5. Translation – back translation of the educational modules

CountMeIn 2016

It started

Like this




FIRST STEPS


6. Intensive collaboration with:

- CanChild team (Canada)
- Amsterdam University of Applied Sciences
- Karolinska Institutet and Linköping University (Sweden)


7. Grant applications- NordForsk&KIEM

NordForsk Project

 University of Stavanger

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Politics of belonging: Promoting children's inclusion in educational settings across borders

How do the politics of belonging emerge in the intersection between the macro-level politics and the daily lives of educators, other professionals, children, and parents in different educational settings?

Del artikkel:   





The core research group:

The core research group consists of researchers from five universities:

- [University of Stavanger](#), Norway
- [University of Oulu](#), Finland
- [University of Iceland](#), Iceland
- [Zuyd University of Applied Sciences](#), the Netherlands
- [Linneaus University](#), Sweden

Contact:

Professor [Eva Johansson](#), University of Stavanger.

FIRST STEPS

8. Pre-pilot



CountMeIn 2017



TEAM



Zuyd University of Applied Sciences (*Research Center Autonomy and Participation – Research Center Education at school, Department of occupational therapy*), NL

- Dr. B. Piskur,
- S. Meuser, MSc,
- Prof. dr. P. Hennissen



Amsterdam University of Applied Sciences (*Department of occupational therapy*), NL

- Prof. Dr. M. van Hartingsveldt
- Koen van Dijk, MSc. OT



CanChild – McMaster University, Canada

- Prof. dr. C. Missiuna,



Karolinska Institutet, Sweden

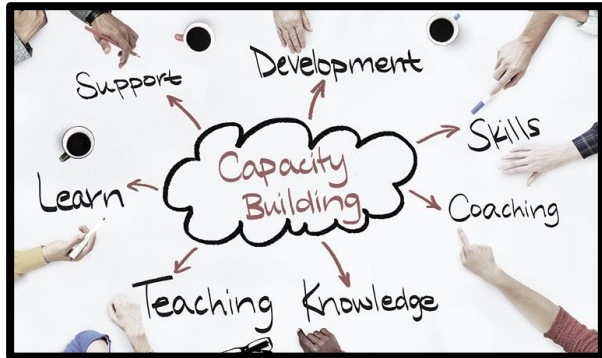
- Dr. Kristina Vroland



Linköpings University, Sweden

- Dr. H. Lindström,





COACHING IS RELEASING A PERSON'S POTENTIAL TO MAXIMISE THEIR OWN PERFORMANCE. IT IS HELPING THEM TO LEARN RATHER THAN TEACHING THEM.

PARTNERING FOR CHANGE: P4C

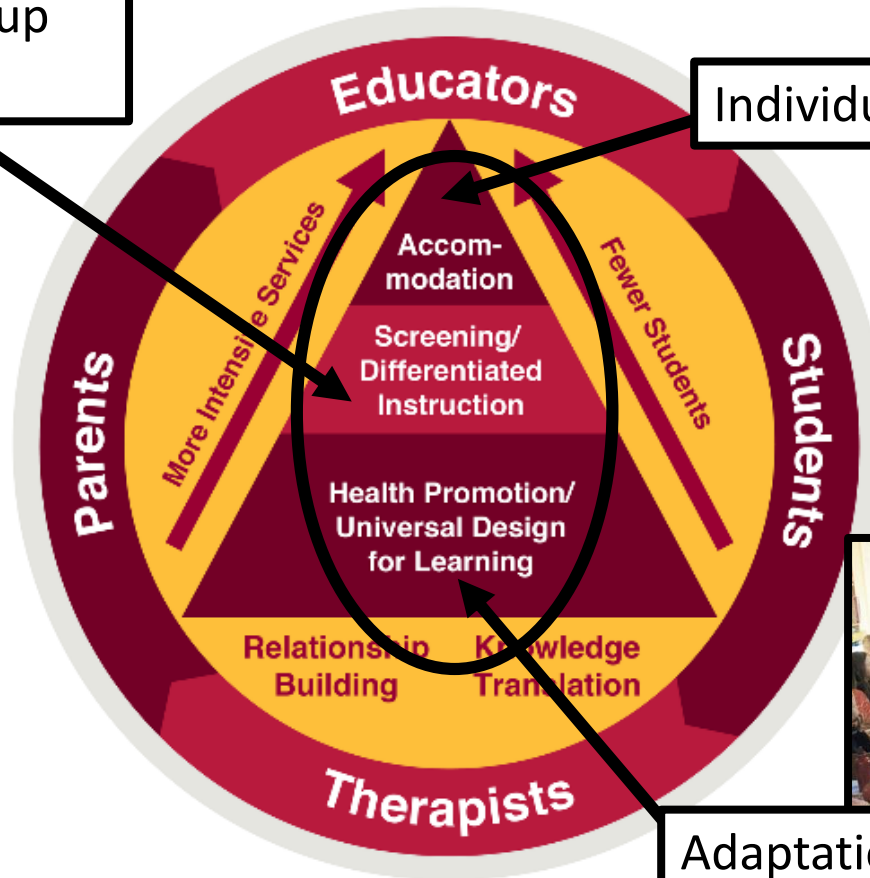
Building Capacity through Collaboration and Coaching in Context



PARTNERING FOR CHANGE: P4C

Building Capacity through Collaboration and Coaching in Context

Adaptations on group level



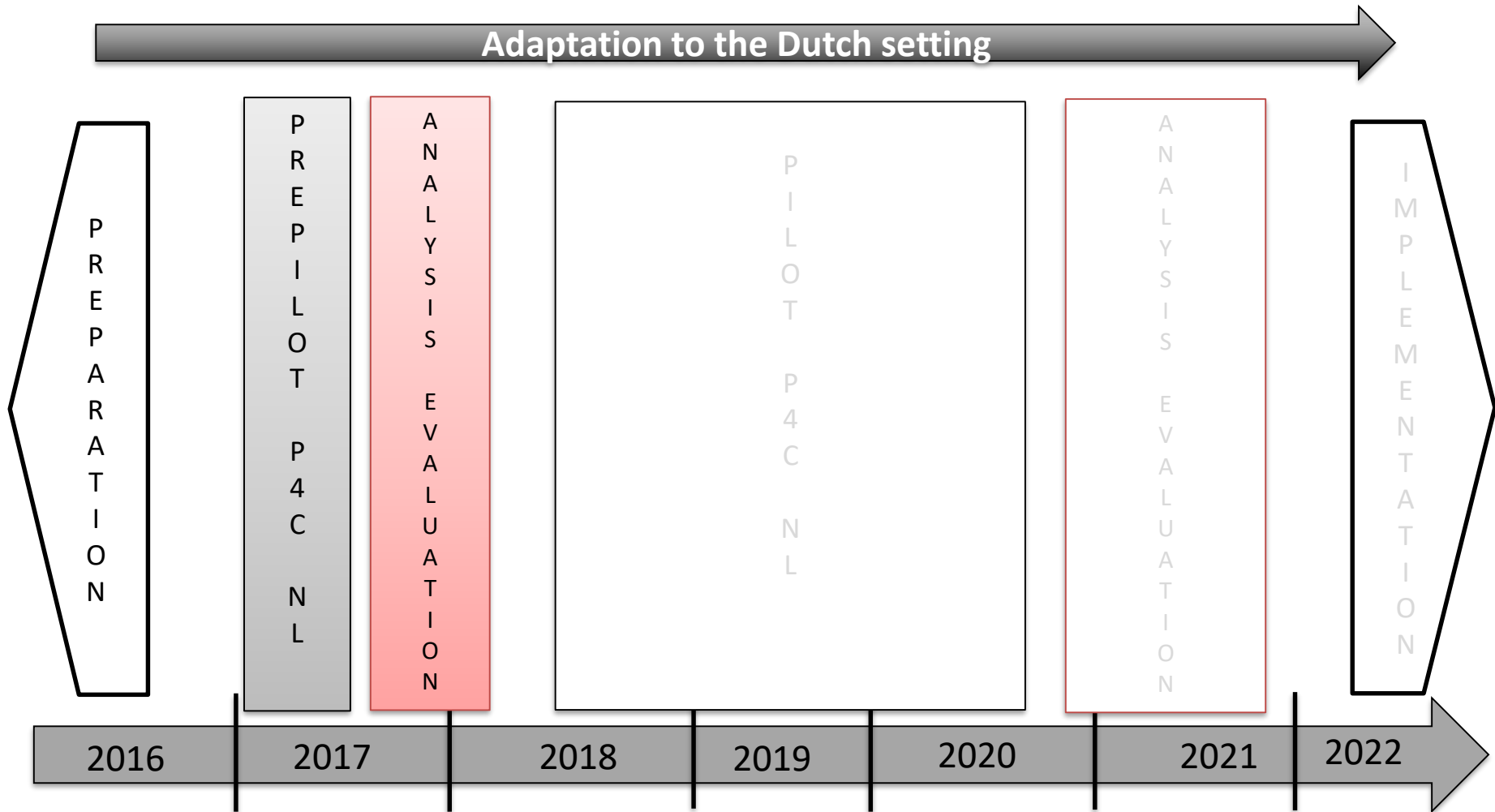
Individual adaptations



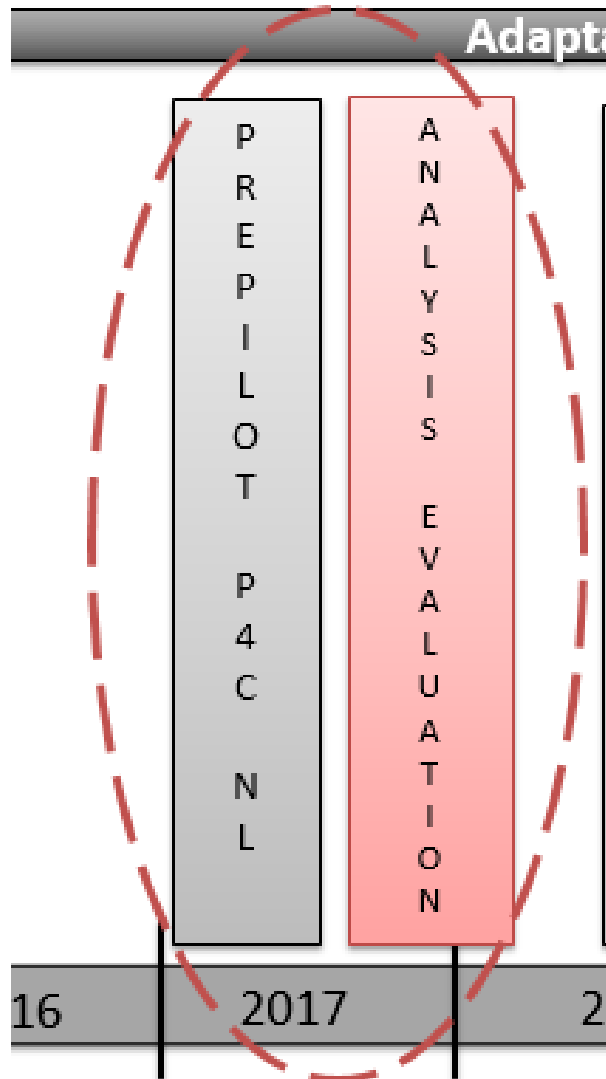
Adaptation on whole class level



RESEARCH PLAN P4C_NL



PRE-PILOT P4C_NL



- 3 OT's followed translated preparatory modules (March, April)
- OT's at four schools for three months (April, may, June 2017)
- Qualitative semi-structured interviews

RESULTS PRE-PILOT

"I suggested to the teacher to use energizers...just for a few minutes..." (OT 3)

Actions

"There is so much stuff in the classroom...I wonder how the children find their way...I made several suggestions what can be changed, like putting doors on the open closet." (OT 1)

RESULTS PRE-PILOT

Challenges

"For me was time a real issue...when to talk to the occupational therapist outside my classroom hours." (T 2)

"It was not easy to make a shift into a new practice model...the P4C Model I mean." (OT 2)

RESULTS PRE-PILOT

Success

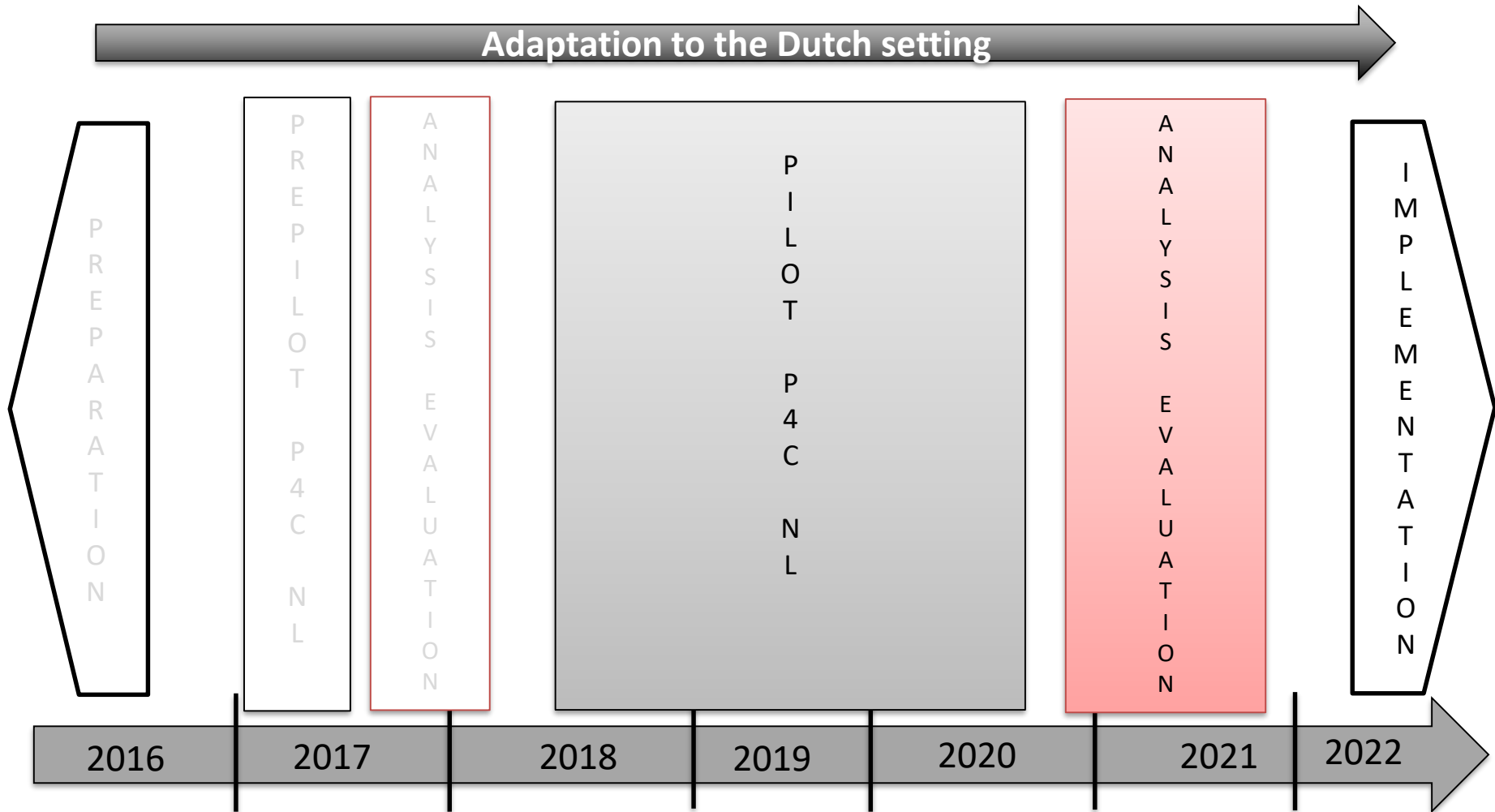
"I did not realize how much knowledge occupational therapists have...I thought they only know about writing skills (T 3)"

"Working in the classroom is not the same as working at school...you know what I mean...in the classroom you see the whole picture...and a child is often not the problem." (OT 3)

TO CONCLUDE:

- Time is needed to build up relationship and be able to trust each other;
- It might be better to start with this collaboration in the beginning of the school year;
- Occupational therapists are experts of enabling, changing or using the environment.

RESEARCH PLAN P4C_NL



QUESTIONS



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