Interprofessional Service Delivery: An Effective Approach for Early Intervention for Children with Developmental Delays

Judy Budge & Jessica Williamson (Mether)

Allied Health Symposium 27 September 2013
Background

• 2012/13 Gippsland Paediatric Allied Health Planning Taskforce set up By DOH

• A concerning finding was that access to paediatric Allied Health services in Gippsland was below other Victorian rural areas.

• The increase of Paediatric AH was therefore a major recommendation of the task force.

• Other improvements opportunities identified from the taskforce were:
  – Filling the gap for children without a diagnosis
  – Group therapy provides value for money
  – Transition from early years to school
  – Develop a sub region network
The intervention model

- Strength based, child directed, family centered
- Normal / natural environment
- Play and group based
- Interprofessional approach
The interprofessional team

• The team is skilled across the three disciplines and have worked together to develop interprofessional skills in all AH team members.

• This enables a Key Worker to undertake a screening assessment across all developmental areas.
Models of multi-professional working

- **Multidisciplinary**
  - OT
  - PT
  - ST
  - Child

- **Interdisciplinary**
  - OT
  - PT
  - ST
  - Child

- **Interprofessional**
  - OT
  - PT
  - ST
  - Child in the environment
The program to date

Target group
Children up to 7 years with a mild or moderate general developmental delay or developmental disorder in
• Communication skills
• Social and or behavioural difficulties
• Sensory processing difficulties
• Fine motor skills
• Gross motor skills

Priority to access
Priority One:
• 0 to 2 years of age
• Eligible for 4 year old kinder but not attending
• Concerns regarding transition to school
Priority Two:
• Multiple developmental concerns
Service delivery

- Family friendly interdisciplinary play groups
- Using simple and available equipment
- Family capacity building
- Fee for service
Progress to date

• Referrals processed from February to mid August 2013
• 120 referrals have been actioned (73% are male)
• We currently have 62 clients attending one of eight groups
• M&CHN’s are single most frequent professional referrer. Many parents that contact us have also been prompted by M&CHN
• The majority of referrals identify speech and language as the area of concern
The program’s objectives

Children:
• have optimum development and/or functional outcomes
• actively participate in their home and community

Families:
• have the knowledge and skills to advance their child’s growth, development and functioning
Evaluation

• Short term-client feedback

• Collaboration assessment by team

• Longer term outcomes - Monash University
Current groups

Little Learners

Wiggle and Giggle

123 GO

Young Fun Club
Case study

• Meet “Tessa”
• Referred by M&CHN for SP & OT for fluency of speech and balance problems
• Initial assessment 30/05/2013: Key Worker Questionnaire, DIAL-4, Parent questionnaire, Articulation Survey and RAPT
• Goals at assessment:
  – development of speech sounds
  – increased sentence length
  – school readiness (sitting, attention, turn taking)
  – gross motor (balance, jumping, throwing)
  – fine motor (hand strength, scissor use, pencil grip)
Case study continued

- Tessa began attending Children’s Service 123Go group 6/06/2013
- Group programs are specifically developed to reflect individual goals
- Tessa is in her second round of groups
- Showing significant improvements
- Plan from here….
References of interest

• Bricker and Gripe 1992 and Campbell and Sawyer 2007. Consider the positive outcomes from a strength based, child directed, family centered program, using a natural and normal environment that focus on meaningful developmental activities as the basis of intervention.
• Farmer-Dougan & Kaszuba 2006. Supports play based observations as reliable and valid. Also has high reliability to standardized measures.
• Gascoigne 2006, provides evidence as to why the interprofessional approach is the preferred model throughout United Kingdom.
• Lindner 1993 This study supports the use of developmental programs that integrate language, social emotional, communication and sensorimotor development.
• Peabody Developmental Motor Scales, Second Edition 2000, identified motor learning is facilitated when it occurs in the context of other learning domains.
• Woods 2004, Gascoigne 2006, demonstrate parents relate well to play activities and their capacity building maximizes success for the child.
Questions