

# Habilitative everyday life to support the child

Construction of the collaboration of education and  
rehabilitation in experts discussions

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# Aims

Promote the culture of collaboration in education and rehabilitation of children with special needs

- What is the substance of collaboration (agreements and disagreements)?
- What dimensions and meanings appeared in collaboration?
- How did the thinking models and paradigms changed during the study?

# Methods

Group interviews in 2 parts:

- 1) Based on real cases: written description of parent interviews
- 2) Deepening the results of the first part (justification, arguments, specifications)

Analysis: discourse analysis

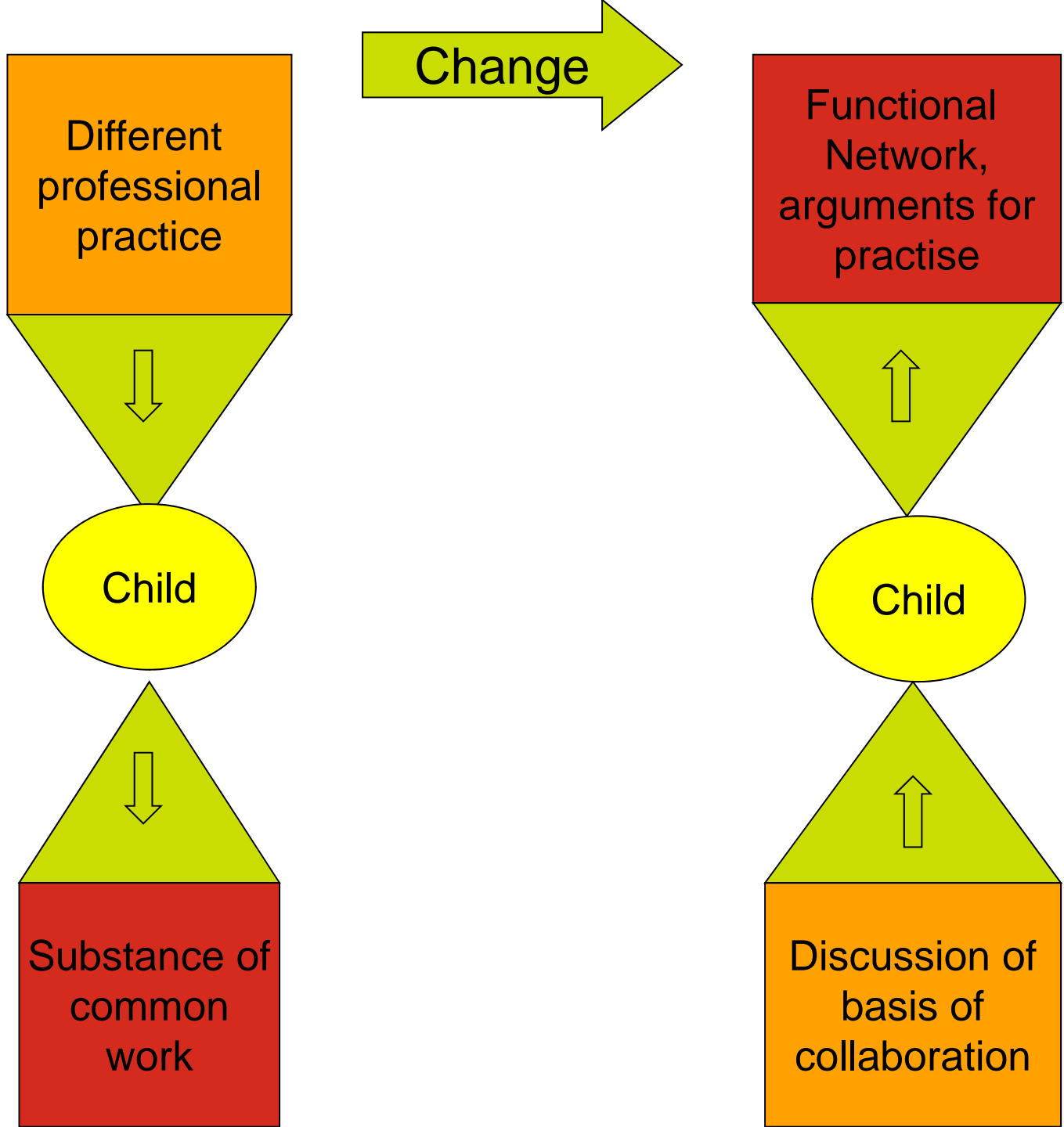
<b>Participants in group interviews:</b>	<b>n</b>
Paediatrician: neurology, surgery	9
Rehabilitation counsellor	9
Physical therapist	9
Occupational therapist	6
Teacher in special education	5
Parents	4
Psychologist	3
Speech therapist	3
Kinder garden teacher in special education	3
Nurse	2
Social worker	2
Officer in Social Insurance Institution of Finland	2
n=	57

# Results

- The results formed holistic, dynamic, and mosaic frame for collaboration of educations and rehabilitation.
- Habilitative every day life is not only consultation of professionals but activities in the community, which are guided by life span thinking model and service system. Understanding the service system is important but experts did not have enough information of services and laws and coherent picture of the services.

## (tulokset jatkuu)

- Construction of collaboration requires a balanced relationship between values and policies to organize the habilitative everyday life for the child. This should be done by forming a functional network for the child.
- The results were linked to the ICF-model. The focus of interests in collaboration were in the area of participation: self-care, domestic life, interpersonal interactions and relationships and in the environment: family, attitudes, service systems and policies.



# Conclusion

In experts discussions, the collaboration of education and rehabilitation and its justifications formed a multiple entity of meaning. Parts of the whole are in interaction with each other, and a transition in policies or lines of thinking in one part also affects the other parts. A characteristic of the collaboration of children's education and rehabilitation seems to be it's variability, whereupon constructing the child's individual functional network is carried out context-based.



# Information

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