Interview Synthesis Domain Four

Competence in inter professional practice has been described as ‘a skill learnt on the job’ and is supported through patience and a willingness to develop consensus. Understanding the role of each professional is essential to utilizing their knowledge and skills.

## Developing common ground

Shared professional development, presentation by different specialists, interagency meetings, IEP’s, and regular meetings and discussions were highlighted as methods to ensure teams develop an understanding of each others skills and values.

IEP’s were proposed as the main vehicle for inter professional collaboration.

## Barrier to success

A barrier to successful inter professional practice was the sometimes large quantity of specialties represented in an IEP. Suggestion was made that by meeting earlier in smaller cluster groups consensus could be developed and the IEP could then focus on communicating shared goals.

## List of other professionals

The group of professionals interacted with is large and ranges from: Colleagues, OT, SLT, PT, Teachers from mainstream or specialized settings and satellite classes, Teaching Management Teams, GSE, Social Workers, Lawyers, Advisors of the Deaf, RNZFB, CCS, Ohomairangi Trust, BLENNZ Assessment Team, Optometrists/ Opthalmologist, Orthotics Clinic, Accessible Mobility, Medical Specialties from CDU, ORRs Teachers, Psychologists, ESW’s, EIT, O&M, DADL, VNT, RTV, SENCO, EC Centre Licencee or School Principal and no doubt others. This list has deliberately been written using acronyms to show the complexity of managing inter professional practice with such a diverse group who all come from different perspectives.

## The Contributions of Others

Perspectives of others contribute to a complete picture of the child in all settings and consider both needs and strengths. These people contribute goals for children’s learning, information about children’s developmental levels and progress, different perspectives about how children are in different contexts, eg their community education setting or at home, health information which influences positioning, feeding, etc.; information about the child’s vision; policies.