

Building a house using transdisciplinary practice: A case study of a client's year-long journey into supported accommodation

Presented by:

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Strengths

- Social
- Compassionate
- Meticulous with an eye for detail
- Strong connection to family especially her mother
- Ability to form close reciprocal relationships
- Persistent
- A level of literacy

Interests / motivators

- Arts and Crafts
- Ten Pin Bowling
- The colour pink
- The little mermaid
- Guy Sebastian and Australian Idol
- Bindi Irwin and the Irwin family
- Music and playing the violin
- Singing and dancing

Support Needs

Communication

- short phrases (limited to three to four words)
- key words that are specific to her knowledge of the events, people and places that she recognises and remembers.
- 50% hearing loss in her *right ear* and
- Makaton

Medical

- bowel-related issues that cause pain and general discomfort.
- Low blood pressure

Psychological

- Alice was diagnosed with Depression
- Alice experiences anxiety

Support Needs (cont.)

Identifying and managing emotions

Learning new skills

Decision-making – major life areas

Activities of daily living

Negative Impacts on Quality of Life

- Positive reinforcement of behaviours of concern
- Hoarding
- Feigning illness
- Dropping
- Acquiring personal affects of other people without their consent
- Aggressive behaviour when feeling threatened
- Slowed motor movements when anxious, stressed or upset. This also led to exclusion from previously enjoyed social activities.

Multidisciplinary Model

“Members function as independent specialists rather than interactive team members”

(Choi & Pak, 2006, p.355)

“Members share a workspace and tools but go about the functions of their role separately”

(Woodruff & McGonigel, 1988, p.164)

Interdisciplinary Model

“...members come together as a whole to discuss their individual assessments and develop a joint service plan”
(Choi & Pak, 2006, p.355)

“...members have ‘formal channels of communication that encourage team members to share their information and discuss individual results’” *(Woodruff & McGonigel, 1988, p.167)*

Transdisciplinary Model

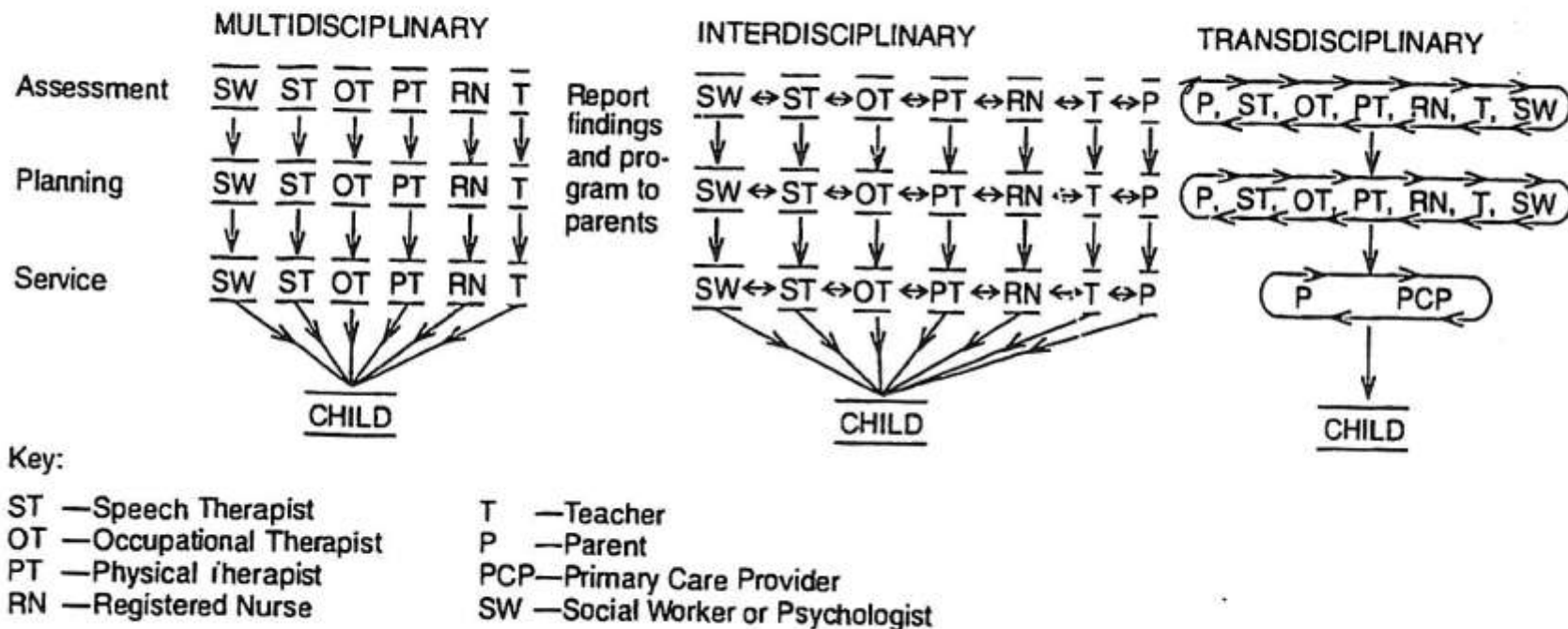
“...members share roles as each specialist helps other members to acquire skills related to the specialist’s area of expertise”

(Choi & Pak 2006 p.355)

“...members have a culture of acceptance about crossing discipline boundaries, teaching and learning to and from others not of their own professional discipline”

(Woodruff and McGonigel 1988 pp 167-168)

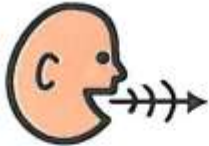
Figure 2. Team Interaction.



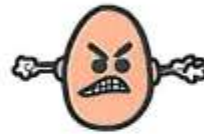
Source. Woodruff, G., & Hanson, C. (1987). Project KAI, 77B Warren Street, Brighton, MA 02135. Funded by U.S. Department of Education, Special Education Programs, Handicapped Children's Early Education Program.

Excerpt of an augmented story for Alice

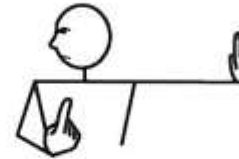
Alice can:



tell people how she feels:



"I feel cranky, please leave me alone"



read her magazines



listen to music



watch tv or DVD's

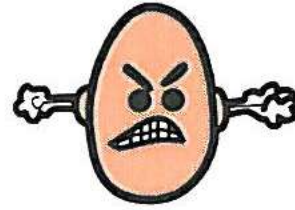


walk in the back garden



When

Alice feels



cranky

Alice



must



not:



hit other people



kick other people



hurt



Bundy

Alice's important things – symbolised and utilised in social stories



Magazines – she had an extensive collection



Pink pillow – represented overnight stays



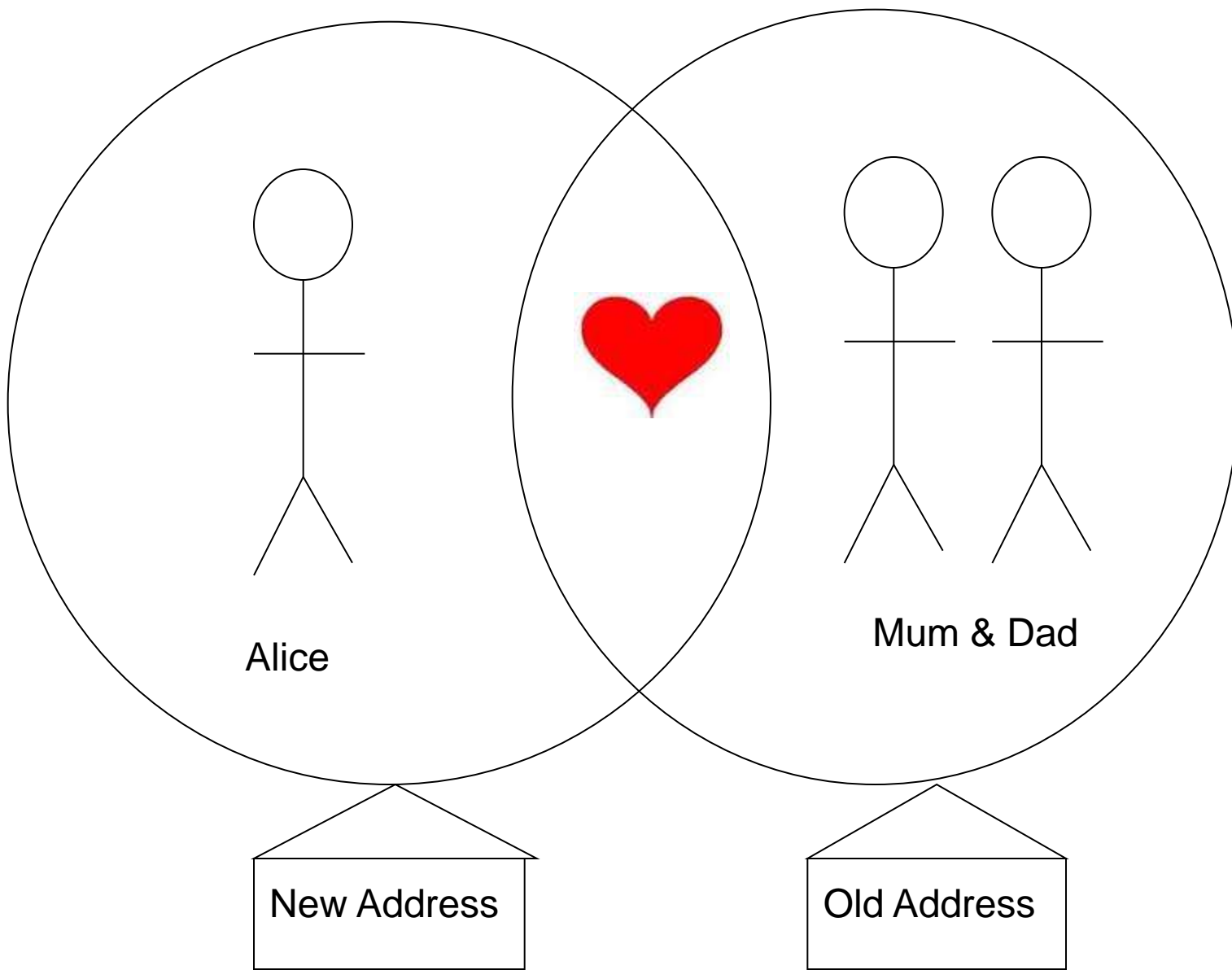
Love of music and her violin



Lucy



Love of art



Transdisciplinary Model

Woodruff & McGonigel (1988): Six separate but related processes of Role Release

1. Role Extension
2. Role Enrichment
3. Role Expansion
4. Role Exchange
5. Role Release
6. Role Support

References

- Choi, B. & Pak, A. (2006). Multidisciplinarity, interdisciplinarity and transdisciplinarity in health research, services, education and policy: 1. Definitions, objectives, and evidence of effectiveness. *Clinical Investigative Medicine, 29 (6)*, 351-364.
- Woodruff, G. & McGonigel, M. (1988). Early Intervention Team approaches: The Transdisciplinary Model. *Early Childhood Special Education: Birth to Three, 164-181*.