Coordination of Services
DEFINITION

Involves a facilitator, on-going meetings and/or joint management of intervention plans to ensure that all distinct types of services are coordinated

This principle is one of the 10 evidence-based principles, identified in a scoping review, that can guide the organization and delivery of services for students with disabilities in integrated classrooms.

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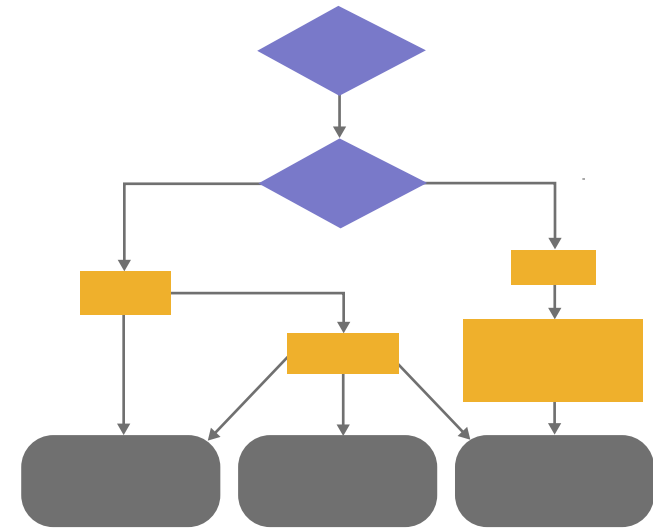**CENTRE DE RECHERCHE** | **CHUS**

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project **GOLDs**

Group for Optimizing Leadership in Delivering Services

project **GOLDs**

References:

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2 McIntosh, K., Bennett, J. L., & Price, K. (2011). Evaluation of Social and Academic Effects of School-Wide Positive Behaviour Support in a Canadian School District. *Exceptionality Education International, 21*(1), 46-60.

3 Puddy, R. W., Roberts, M. C., Vernberg, E. M., & Hambrick, E. P. (2012). Service Coordination and Children's Functioning in a School-Based Intensive Mental Health Program. *Journal Of Child And Family Studies, 21*(6), 948-962.

4 Shippen, M. E., Houchins, D. E., Calhoon, M. B., Furlow, C. F., & Sartor, D. L. (2006). The Effects of Comprehensive School Reform Models in Reading for Urban Middle School Students with Disabilities. *Remedial and Special Education, 27*(6), 322-328.

Principle 5: Coordination of Services

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EXAMPLES

A facilitator, within the "Success for All" model, who takes a coordinating role (Shippen, 2006)

A systems-level approach including on-going meetings amongst different professionals (McIntosh, 2011)

Joint management by five core members of educational team to create intervention plans for preschoolers with significant disabilities (Hunt, 2004)

Evidence & OUTCOME

In combination with other principles, coordination of services will lead to:

- Improved students' social engagement, peer-interaction and overall communication (Hunt, 2004)

- Decreased levels of students' referrals to office discipline and increase academic achievement (McIntosh, 2011)

- Reduced disruptive behaviors within an "Intensive Mental Health Program" in primary school children with severe emotional disturbances (Puddy et al., 2012)

Application IDEAS

- Having external coaches or agents of change to facilitate leadership roles, provide ongoing communication, facilitate peer consultation and implement leadership teams

- Assigning a facilitator to oversee the service provision of different professionals to ensure cohesiveness

- Having regular team meetings to set joint objectives and to ensure all services are consistent

- Create a flow chart/map of all existing student health resources as a starting point to optimize services