Principle 2: Ecological Approach

Dana Anaby, Chantal Camden and the GOLDS/OR Group
dana.anaby@mcgill.ca
chantal.camden@usherbrooke.ca

References:

Providing services and interventions for the child in their natural environment and context, such as at home, school, or in the community

The child does not have to be removed from their natural context to obtain the services

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.
Increases cognitive skills
(Ratzon et al., 2009)

Improves behavioural skills
and decreases problematic
behaviours (Han et al., 2005)

Improves social-emotional
functioning and impacts
attendance and suspensions
(Ballard et al., 2014)

Evidence & OUTCOME

In-vivo medical consultations provided at home or at school for young children with developmental disabilities and chronic conditions (Bagnato et al., 2014)

Practicing vocational skills in a real work setting in the community with students with emotional or behavioural difficulties (Nochajski & Schweitzer, 2014)

On-site evaluation of motor and functional abilities of students in their class, playground, gym, and within the school (Missiuna et al., 2015)

Application

IDEAS

Coordination of all services provided to student and provision of those services in student’s natural settings

Through external support: mobilizing community resources or agencies to provide services in student’s context (ex: OTs/physios/speech therapists of school or community who come to school to offer sessions for the students)

Through internal support: ongoing exchange of information with all involved with student (parents, teachers, other school staff such as bus drivers, lunch hour supervisors, etc.)