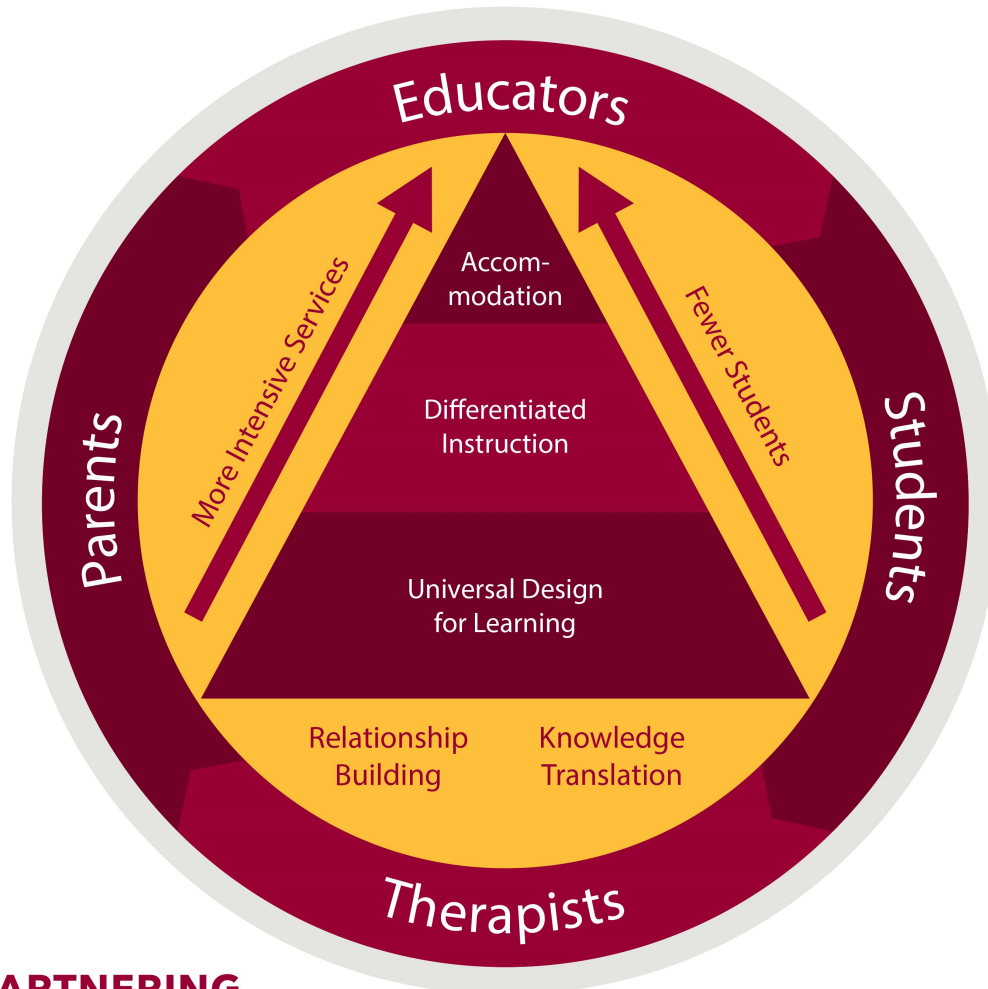


PARTNERING FOR CHANGE: P4C

Building Capacity through Coaching and Collaboration in Context



**PARTNERING
for CHANGE**

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The [Partnering for Change](#) team used evidence from the literature to design a conceptual model that was tested in school settings and refined. This figure reflects the partnership that is needed between **therapists**, **parents** and **educators** to create environments that will facilitate successful participation for **all students**. Working from a foundation that focuses on **relationship building** and **sharing of knowledge**, these partners collaboratively **design environments** that foster motor skill development in children of all abilities, **differentiate instruction** for children who are experiencing challenges and **accommodate** for students who need to participate in a different way. While the school remains the target of intervention, allowing therapists to impact the greatest numbers of children, therapists are able to increase the intensity of the service that they provide as they coach educators and/or parents about individual students who have more complex needs. In this model, all collaboration and intervention occurs in the context of the school environment.