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.





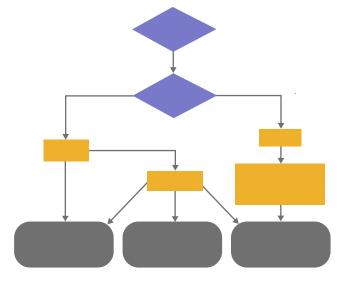






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Principle 5: Coordination of Services

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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



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