



Education and Culture DG

## Lifelong Learning Programme

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# Increased dialogue in the system ?

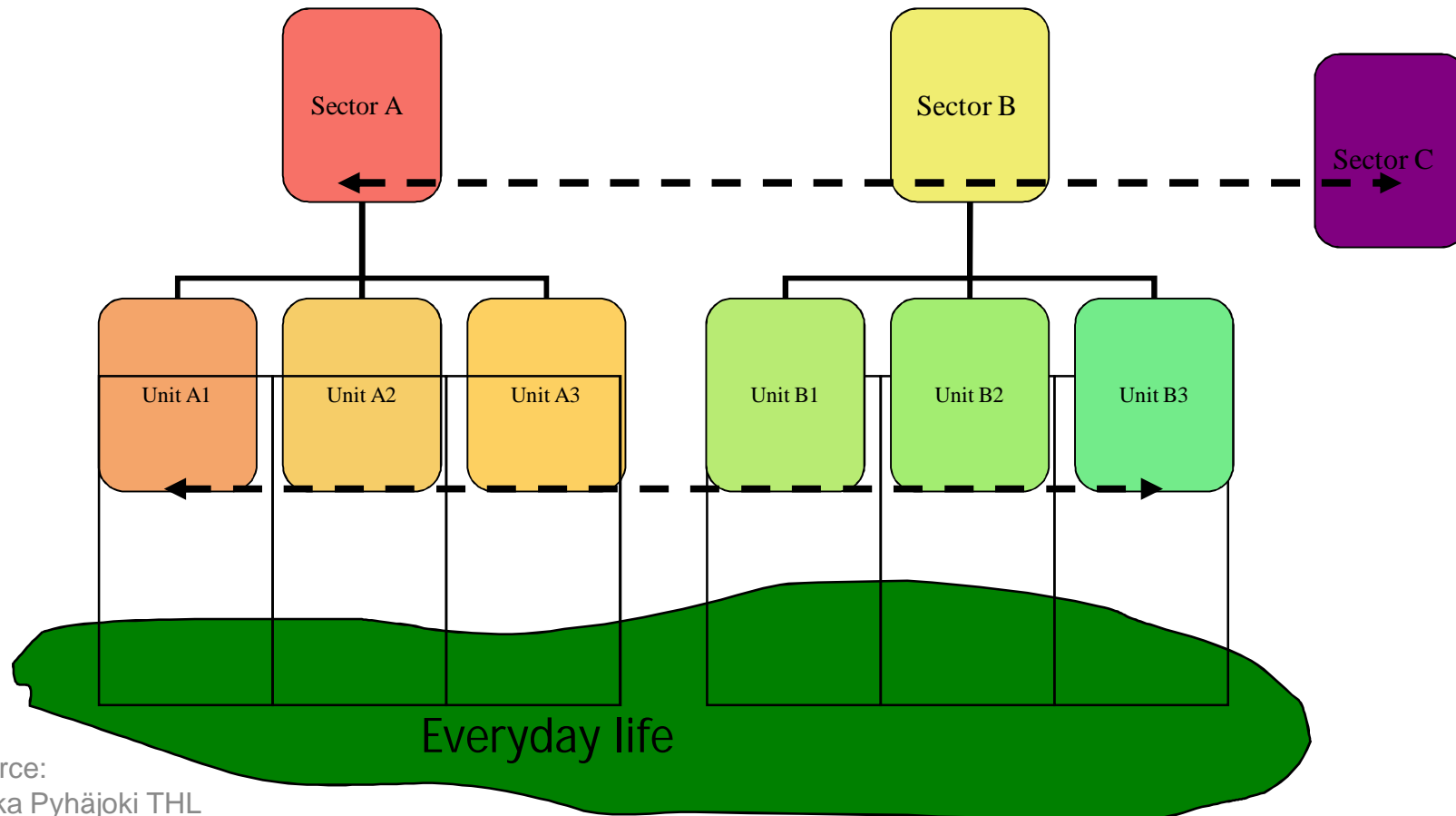
Sabir- project:

- An user oriented systemic working model for children at risk
- Focus at the initial phase

Eivor Söderström, 22.5.2012

# When do we need boundary crossing multi-professional work ?

- Not in all cases, but in some cases absolutely (complexed situations)
- On the border, when crossing borders
- The service system is divided in different sectors and is often specialized, peoples ordinary life isn't



## Context/ Sabir 2009-2011 and 2012

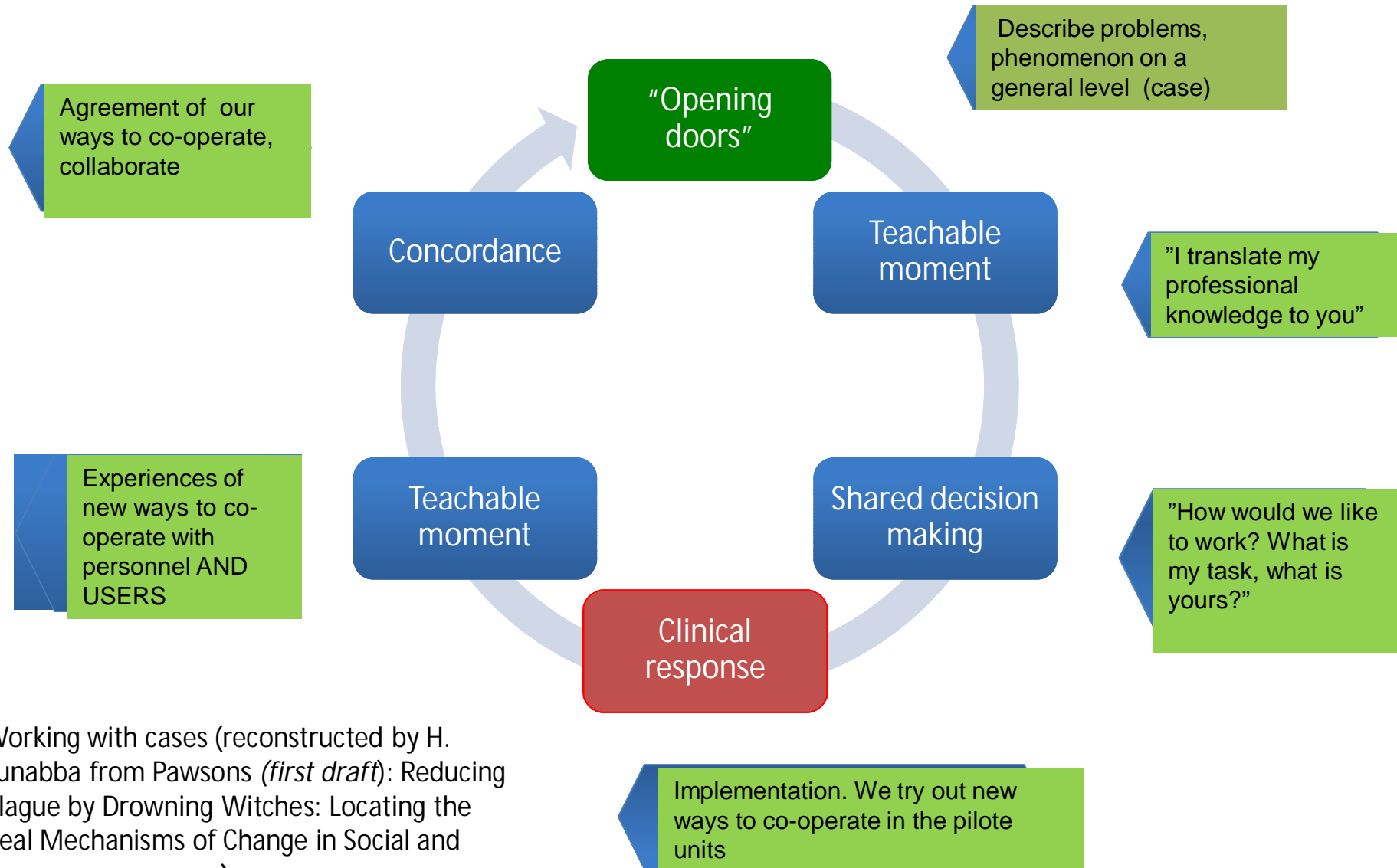
2009-2011:

Multiprofessional network for swedish-speaking children and families in Helsinki:

- Education department:
  - six pilot day care centres
  - three pilot schools
- Health care services: maternity- and child care clinic
- Social services (team for early support, family counselling, child protection),
- Child psychiatry clinic

2012: Implementation of the working model in the network working with children under the age of 7 (day care)

## 2009-2011: A tool for the discussions in the multiprofessional network:



Working with cases (reconstructed by H. Lunabba from Pawsons (*first draft*): Reducing Plague by Drowning Witches: Locating the Real Mechanisms of Change in Social and Health Interventions)

# Tendenses

- " Now we have done all we can. Now it´s time somebody else takes over."
- " She needs a support family."
- "We follow up and take contact when needed."
- "I thought from the start that this will never work."

# System theory

- "Helicopter perspective and big picture"
  - Relations between actors in the system
  - The importance of the context
- "Not too similar, not too different: different enough"
  - Away from referral praxis
- Change in system starts from change in your own ways of acting
  - Own attitude and role as an initiative taker
  - The professionals need to open up more about their ways of thinking, also in the presence of the family.

# Six Common Ground Principles

Principles of how we have decided to co-operate in the network

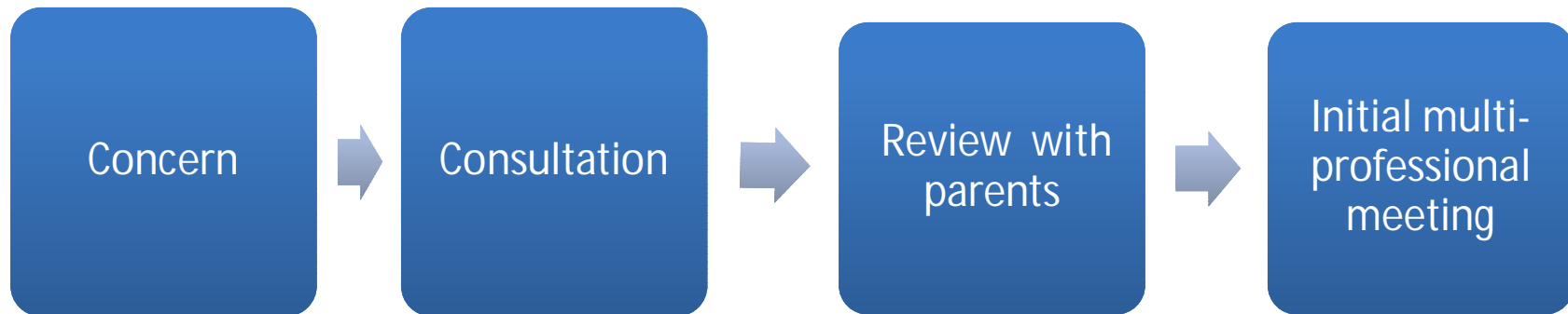
Core points:

- Stronger partnership with parents, at an earlier stage.
- Away from referral praxis, the importance of the child's natural development environment
- Stronger dialogical approach in the initial collaborative meeting



# A simple model for starting the co-operation

"Step by step"





- How to strengthen a dialogical approach in the meeting?
  - Create a secure and reliant spirit!
  - Separate speaking and listening!
  - The aim is to understand how the other part thinks!
  - Deal with feelings of uncertainty!
  - Orientate towards the future!
  - Remember resources and things that have worked before!

# Initial multi-professional meeting

- The parents get the opportunity:
  - To hear how the personnel who has concerns thinks and arguments
  - to tell about own experiences and point of views
  - To hear how the invited part thinks and arguments from her role and position

When the parents participate and approve the discussion rules of secretes can be put aside

# Initial multi-professional meeting

- Clear borders and roles (moderator, originator, invited part(s))
- Everybody's voice shall be heard: separation of speaking and listening
- The invited professionals are expected to open up their way of thinking and their knowledge through reflection
- Concrete conclusions and plan: joint documentation

# Practical response about the utility

- The personnel isn't alone with their concern. The resources of the family and special services available in an earlier stage.
  - joint burden and better accessibility to increased support
  - increased joint understanding
- The families appreciate that the personnel takes up their worries and take initiative to multi-professional collaboration

# Practical response

- The families have felt respected and listened to
- Clear frames and roles
- Promotes further contacts
- Increased consciousness and better contact between the parts involved

# Comparisons between day-care and schools..

- More movement in the network for day-care
  - More open to collaboration?
  - The day-to day contact with parents – partnership easier to achieve
- School network
  - Traditionally more autonomous
  - Expert-orientated traditions
  - Contact with parents not on a day-to day-basis

# Sources

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- [Jaakko Seikkula](#), [Tom Erik Arnkil](#), [Lynn Hoffman](#): Dialogical Meetings in Social Networks 2006
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