



# The Lead Practitioner

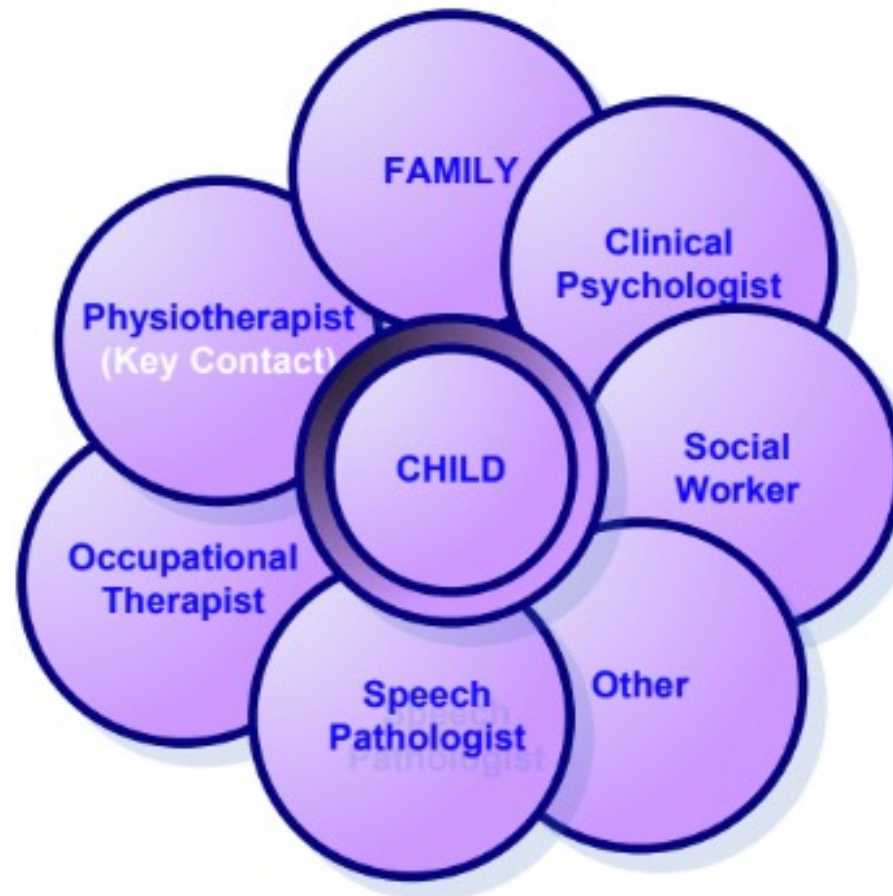
## Team Around the Child WA

# Background and context



Luscombe, D. (2009). Team around the child: building the capacity of all. *Intellectual Disability Australasia*, Vol. 30, No. 3, Sept 2009, 3-5

## TEAM AROUND THE CHILD



Luscombe, D. (2010). Learning every day in every way. Building the capacity of the child, family, community and professionals. Keynote address at the National ECIA Conference, Canberra.

# Role of the Key Worker

Develop a relationship and work in partnership with the family

Develop a holistic picture of the child and family

Co-ordination role

- Internal co-ordination
- External co-ordination and liaison

Service provider role



### **Family Centred Practice**

Working as equals in partnership with families and supporting their natural care-giving and decision-making roles

### **Learning in context**

Learning through engagement and participation in everyday routines and activities

### **Capacity Building Practices**

Building the capacity of the child, caregiver, professionals and community through coaching and collaborative team work

### **Collaborative teamwork**

Working together to achieve child and family outcomes using open communication, reflective practice and feedback

### **Functional and meaningful child and family assessments**

Understanding the family's resources and strengths and capturing authentic information about the naturally occurring competencies of the child

### **Functional outcomes**

Encouraging a child's independence and participation within the context of family and community life

### **Strengths and Interest-based practices**

Building on child and family strengths and interests as the primary way of enhancing child and family functioning

### **Integrated services and supports**

Using a Key Contact to facilitate collaboration, access and support in home and community settings

### **Evidence based discipline practices**

Providing a rationale for clinical decisions based upon research, expert opinion, clinical reasoning and ongoing evaluation.

# Role of team members

- Provide support to the Key Worker and family/others via:
  - STAC (Staff TAC) meetings
  - Joint visits
  - Coaching Key Worker and family
  - Discipline-specific knowledge and expertise



# Key learnings

---

You need a team

---

It is the team as a whole who supports the child & family achieve their outcomes, not just the key worker.

---

Team members need to know the child and family.

---

This is a highly skilled role – not a generalist role. Understanding ECI best practice and discipline specific skills are required.

---

Works best from a routine and activity-based lens.

---

Time is required:

---

Consistency: of understanding of implementation by the family, professionals and mainstream services

# Core TAC training topics covered

Family-Centred Practice	Engaging with families	Learning in context	Strengths and interest-based practice
Coaching families and colleagues	Collaborative teamwork	Collaborative assessments, including authentic assessment, ecomaps and RBI	Functional goal setting and outcomes
Positive behavioural support	Being responsive	Child development	Effective parenting strategies





---

## Contact details

[preci.australia@gmail.com](mailto:preci.australia@gmail.com)

[denise.luscombe5@gmail.com](mailto:denise.luscombe5@gmail.com)