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### **A Qualitative Inquiry of the Interdisciplinary Engagement of Teacher's and Therapist's providing Virtual Services to Children with Disabilities**

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# “A QUALITATIVE INQUIRY OF THE INTERDISCIPLINARY ENGAGEMENT OF TEACHERS AND THERAPISTS PROVIDING VIRTUAL SERVICES TO CHILDREN WITH DISABILITIES”

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BY GIOVANNA ROSSI



# PURPOSE

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- To examine teachers' and therapists' perceptions toward interdisciplinary collaboration when delivering online (virtual) instruction to pre-school aged children with disabilities
- To triangulate key information on relevant content, activities, and feedback that focus on a unique collaboration between Physical Education teachers, Occupational Therapists, Physical Therapists, Speech Pathologists and Special Education teachers

# METHODOLOGY

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- This study investigated Speech therapists, Physical therapy, Occupational therapy, and the Executive director of inclusive preschool perceptions on interdisciplinary collaboration and sensory-based equipment from Sensory Fit Families virtually for children with disabilities.
- I interviewed a staff members at Racker Center:
  - Describe your perception of interdisciplinary collaboration when providing virtual services.
  - In what ways can the team improve and strengthen their ability to collaborate when providing virtual instruction?
  - Describe your level of understanding of other disciplines when providing virtual services
- I got approval to record the interview and transcribed the data



# RESULTS

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- The sensory-based equipment helped promote interdisciplinary discussions leading to a better or more effective service delivery model.
- Participants expressed that communication, mindfulness, teamwork, set goals were important in interdisciplinary collaboration
- A more consistent/structured team, being flexible, and being ready to learn and improvise are ways to strengthen the team.
- “I see it is very helpful for our staff and teachers is the ability to grow and accept feedback. (Interview 2).