



# Occupational Therapy Guidelines for Interprofessional Collaboration

**Holland Bloorview**  
Kids Rehabilitation Hospital

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Ontario Society of  
Occupational Therapists

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## Tips to Engage in Collaborative Practice

- Understanding the roles and responsibilities of each health care professional on the interprofessional team, being knowledgeable on our own scope of practice and knowing when to refer clients/family to other professionals (see Table 1).
- Collaborating with colleagues and other health care professionals to support the client and family's goals.
- Collaborating with autistic clients and family members to understand their perspectives and needs.
- Keeping transparency within the interprofessional team and client/family to minimize the risk of harm - encourage formal /informal communication between team members.

## Tips for Supporting Client-Centered Practice

- Using identity-first language when addressing autistic individuals
  - Autistic person or person 'on the autism spectrum'
- Providing informed consent to autistic individuals / family and enable their participation in the decision-making process.
- Engage in Reflective Practice: Have I supported the development of self-advocacy skills and/or advocated for the needs of clients and families where possible?
- Continue professional development activities to enhance awareness and understanding of cultural responsiveness and diversity (BACB, 2020)
- Recognizing our own personal and professional biases and assumptions in relation to over-valuing neurotypical communication, customs, behaviours and attitudes/
- Acknowledging the power differentials between the health care professional and the autistic child/ family

Profession	Specific professions	Role	Qualifications
<b>Applied Behaviour Analysis (ABA)</b>			
	<b>Behaviour therapist</b>	Works under the guidance of BCBA therapist and implements treatment programs.	College degree <a href="#">Ontario Association for Behaviour Analysis (ONTABA)</a>
	<b>Board Certified Behaviour Analyst (BCBA)</b>	Trained to provide and supervise behaviour analysis programs. Acts as a clinical supervisor to those providing ABA services (e.g., cognitive, self-help, language, social). This includes observing sessions, monitoring progress and reviewing programs to ensure that the client's needs are met. They can also work in a consultative role within a multidisciplinary team where they provide recommendations to the client/family.	Graduate level <a href="#">Ontario Association for Behaviour Analysis (ONTABA)</a>
<b>Clinical Psychologist</b>		Completes diagnostic assessments May act as a clinical supervisor for ABA services.	<a href="#">College of Psychologists of Ontario</a>  Graduate level - Doctoral Degree
<b>Speech Language Pathologist (SLP)</b>		Help children and youth in all areas of communication and social interactions e.g., development of verbal & non-verbal communication, play and social learning. Help clients choose & learn augmentative and alternative communication systems. Work on speech and language goals e.g., expressive language, receptive language, social communication, pre-linguistic skills, etc.	<a href="#">The Ontario Association of Speech-Language Pathologists and Audiologists (OSLA, AOOA)</a>  Graduate level
<b>Communicative Disorders Assistant (CDA)</b>		Works with supervision from an SLP. Provides individual/ group treatment programs Provide clinical support for SLP therapy preparation and planning; Transcribe speech and language samples. Perform maintenance procedures for hearing aids, amplification devices, etc.	Graduate certificate  <a href="#">OSLA, AOOA</a>
<b>Paediatrician</b>			
	<b>General paediatrician</b>	Provide routine childhood care including physical evaluations, illnesses (e.g., cold), monitoring side effects of medications; refer to specialists for additional support; help family interpret results of specialist's evaluations	<a href="#">College of Physicians and Surgeons of Ontario</a>
	<b>Developmental paediatrician</b>	Specialists that help understand the developmental concerns of childhood; Will follow child's progress in both physical and emotional growth.	<a href="#">Royal College of Physicians and Surgeons of Canada</a>

		Help families understand the child's unique development over time. Make referrals to other professionals to best support the child	4-5 years specialty residency training
<b>Care Coordinators</b>		Work with families to understand child and youth's strengths, support needs and priority goals across the *nine domains/ Consider co-existing health and environmental factors. Allocates funding to families so they can purchase clinical services and supports from providers. Support next steps to access clinical services.	
<b>Social work (SW)</b>		Communicate with parents regarding information about the diagnosis, assessment and treatment process. Provides parent counselling. Works with the children to process relationship and friendship concerns, social skills, mood and anxiety and supports in life transitions.	Undergraduate level - Bachelors, Graduate level Masters  <a href="#">Ontario College of Social Workers and Social Service Workers</a>
<b>Occupational therapist (OT)</b>		Provides non-pharmacological interventions that support a person's participation in meaningful occupations (or activities they want, need and expect to do). Supports the development of new skills by collaborating with families. Goals are chosen by families and usually involve addressing areas of self-care, play, leisure activities, home and community participation/ Helps children, youth and families to understand sensory processing differences and helps identify sensory preferences with the goal being successful participation in meaningful activities.	<a href="#">Ontario Society of Occupational Therapists</a>  <a href="#">College of Occupational Therapists of Ontario</a>  Graduate level
<b>Occupational therapist assistant/ physical therapist assistant (OTA/PTA)</b>		Works under the supervision of an occupational therapist or physiotherapist; Completes screening protocols Provides support in the assessment and evaluation process identifies and reduces barriers to successful participation. Follows through with treatment plans for families as directed by an occupational therapist or physiotherapist.	College diploma  <a href="#">Occupational therapist assistant and physiotherapist assistant education accreditation program</a>

**\*Nine domains:** communication, social interaction, play and leisure, ADLs, cognitive skills, sensory systems, interfering behaviours and mental health

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