

# Experiences with the Partnering for Change (P4C) Approach to Foster Inclusion in Dutch Schools: *Insights from Three Research Studies*

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# Content

1. Shift toward inclusive education
2. Partnering for Change (P4C) in the Netherlands
3. Collaboration during P4C
4. Barriers & enablers for children's participation during P4C
5. Perceived added value of P4C and conditions for implementation
6. Conclusion

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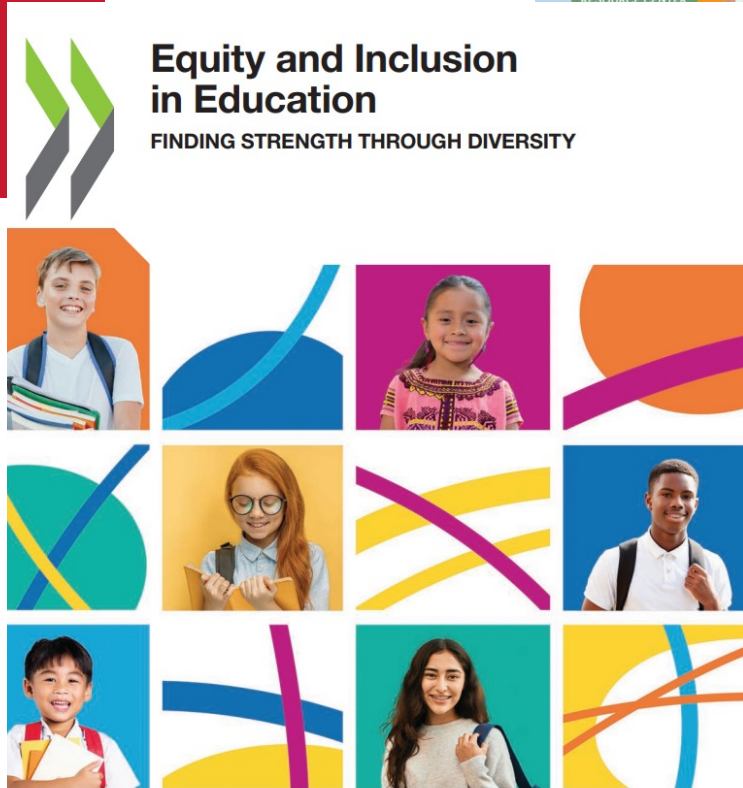
Global shift  
toward  
*Inclusive  
Education*



(UNESCO, 2024)

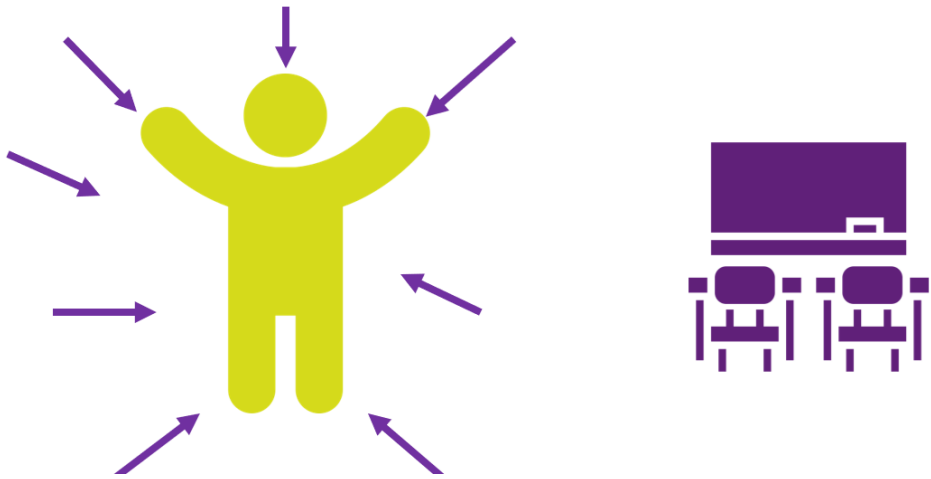


(United Nations, 2006)

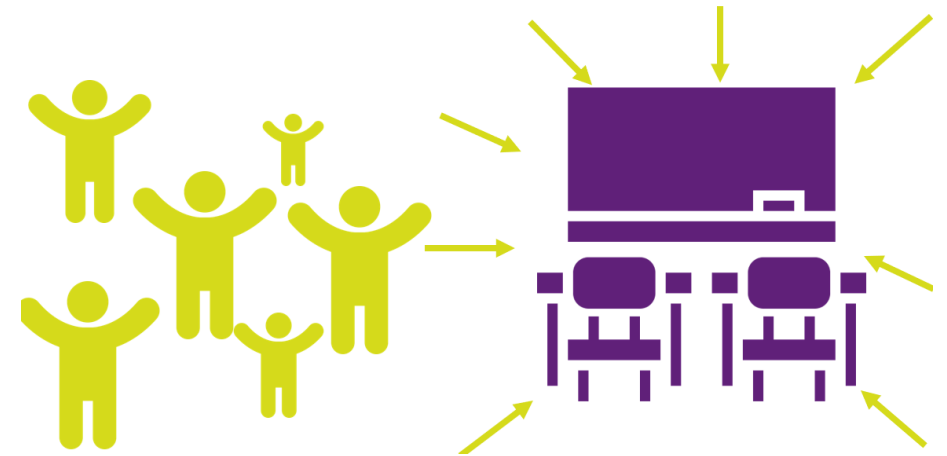


(OECD, 2023)

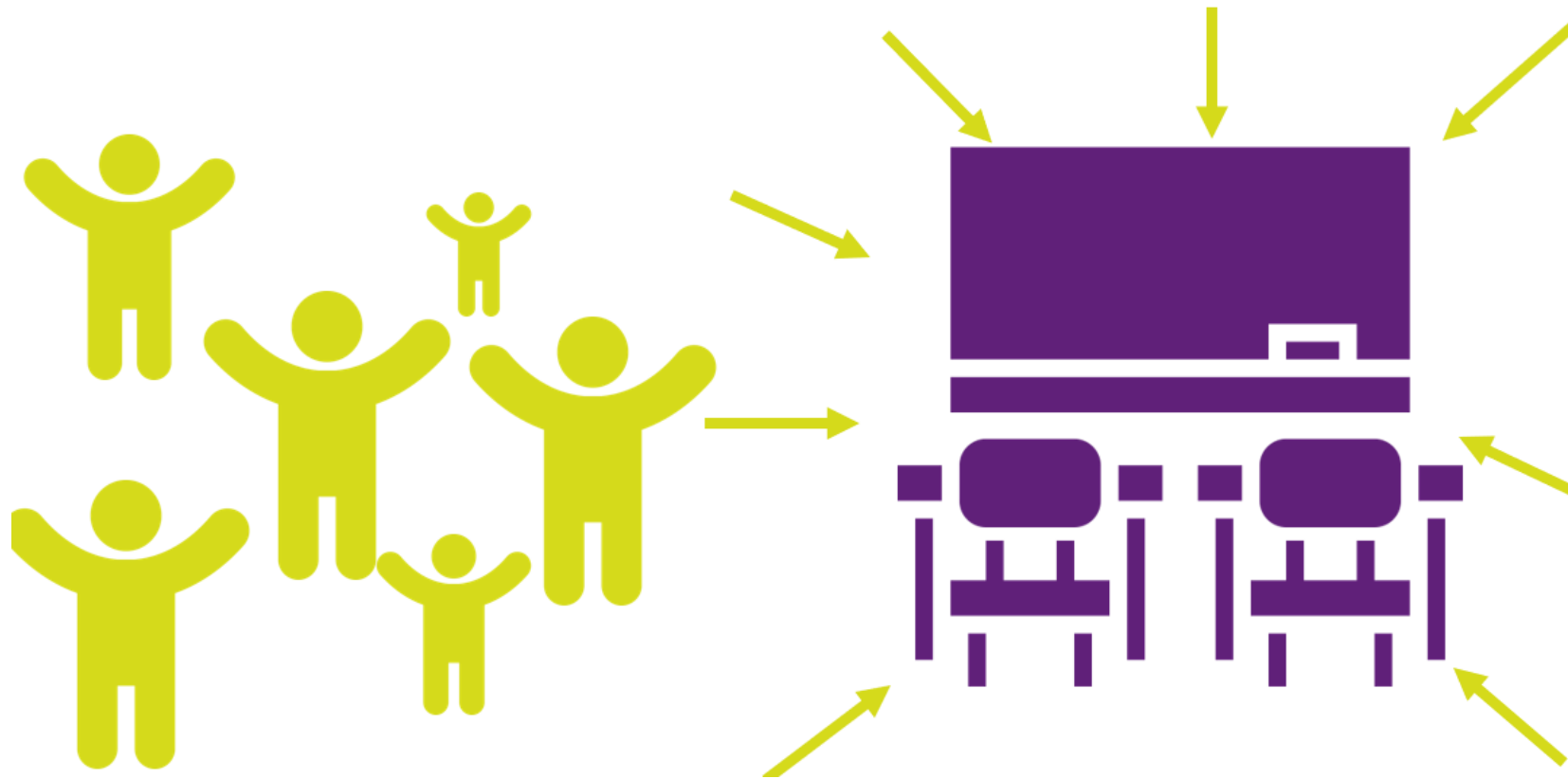
## The individual medical model



## The social model



**How do we create an inclusive learning environment where can all students participate and feel that they belong?**



ORIGINAL ARTICLE

## Targeting

S. Meuser<sup>a,b,c</sup>

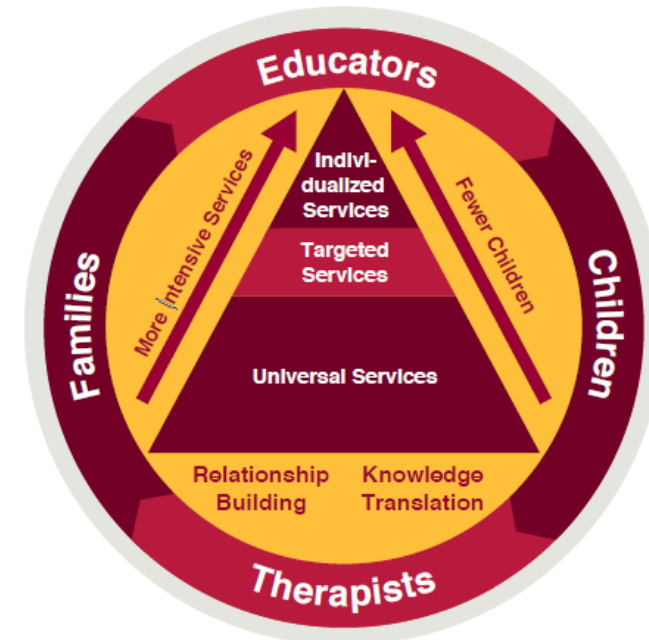
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**ABSTRACT**  
**Background:** The majority of interventions at school; that have been described

**Results:** We found that children's participation in the intervention was higher than in the universal children's approach. The intervention approach targeted professionals' support in the school environment. **Conclusions:** The intervention approaches target professionals' roles. Occupational therapists' expertise with individual children's participation in this transition

## PARTNERING FOR CHANGE: P4C

Building Capacity through Collaboration and Coaching in Context



© Missiuna, Pollock, Campbell, Levac and Whalen, *CanChild*, McMaster University, 2016

*“The majority of the intervention features focused on applying supportive teaching methods to enable individual children’s participation. A small number of interventions described a systemic holistic approach that involved changes to the school environment.”*

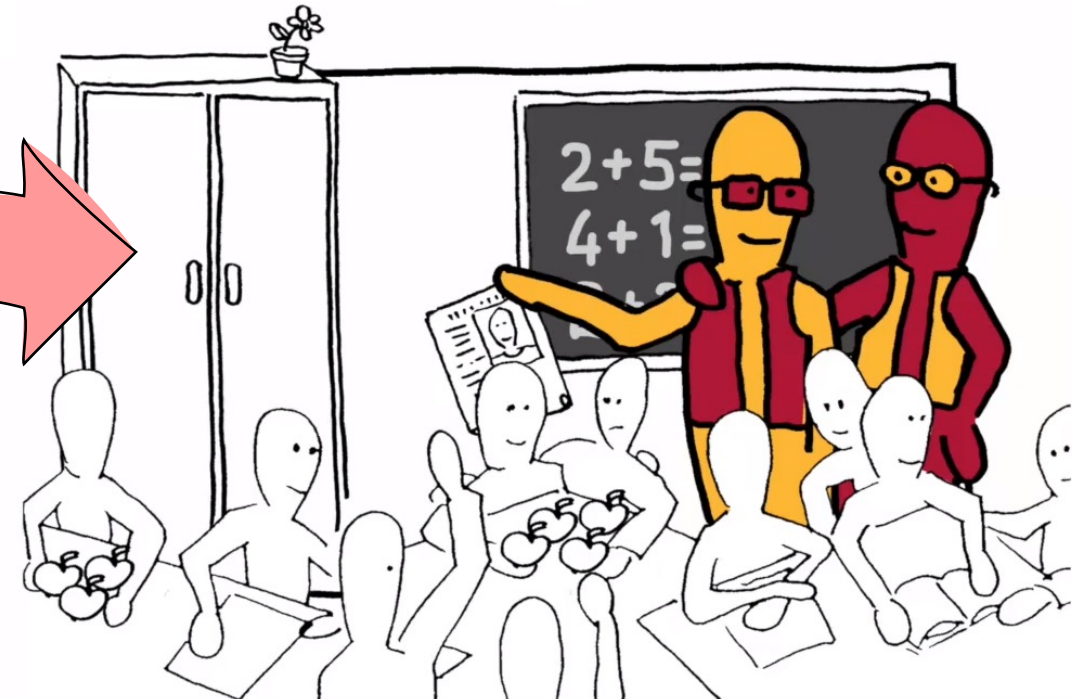
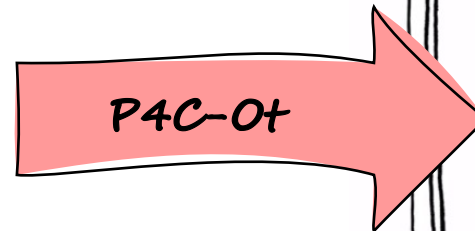
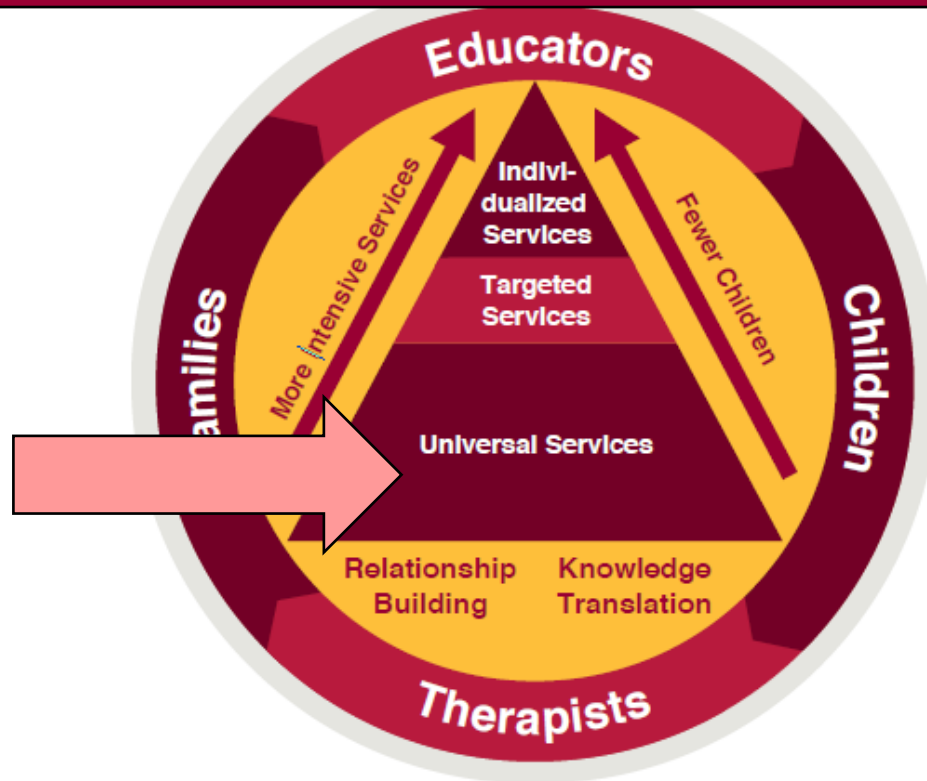
*“A shift from individual child-focused to environment focused approaches that target all children’s participation could make an impact – OTs expertise could be valuable in their collaboration with schools to support this transition.”*

# What is Partnering for Change (P4C)?

## PARTNERING FOR CHANGE: P4C

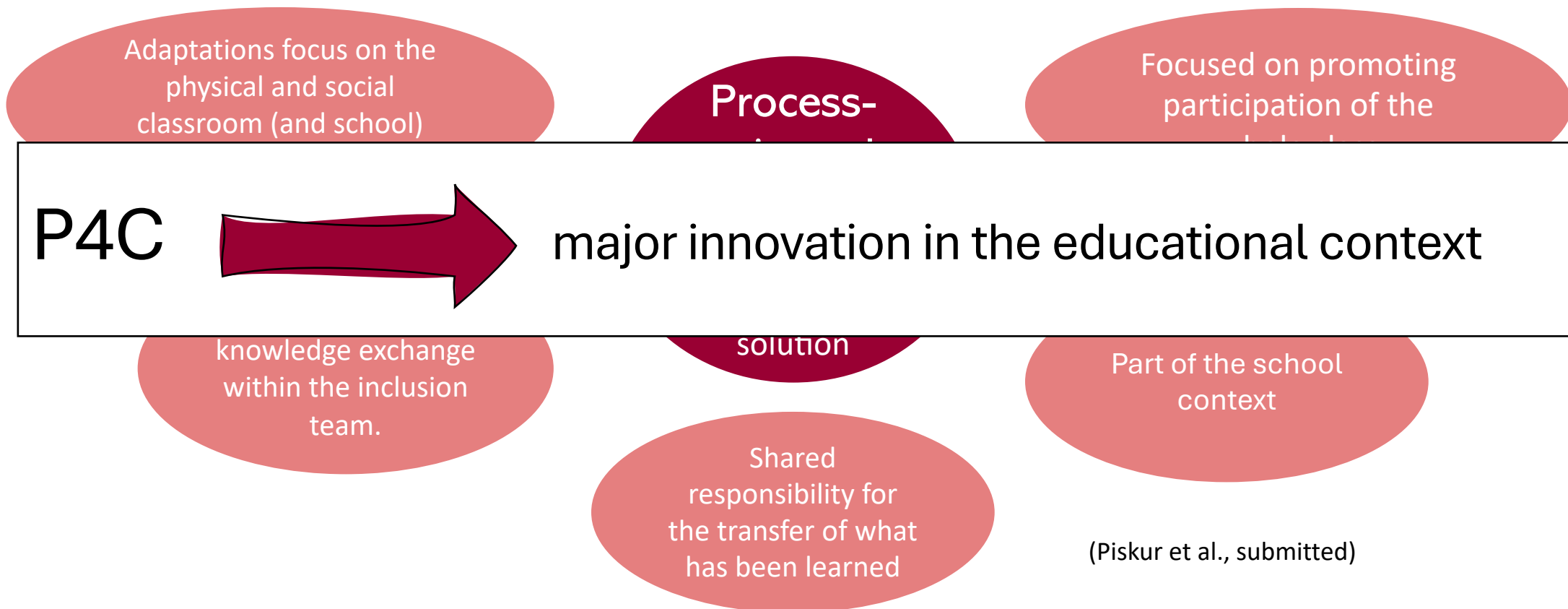
Building Capacity through Collaboration and Coaching in Context

4C's: Capacity, Coaching, Collaboration, Context



# Key characteristics of P4C in the Dutch context

“Achieving a good fit between intervention and context requires careful and systematic adaptation” (Moore et al., 2021).



# How does the collaboration take place during P4C?

**Article:** Experiences of Dutch and Swedish Occupational Therapists and Teachers of Their Context-Based Collaboration in Elementary Education (Meuser et al., 2023)

**Research question:** How do Dutch and Swedish teachers and occupational therapists describe their collaboration while applying Partnering for Change in two European countries?

**Methods:** Semi-structureerde interviews with P4C-Ots and teachers (N=8)

Experiences of Dutch and Swedish Occupational Therapists and Teachers of Their Context-Based Collaboration in Elementary Education

S. Meuser, M. Borgestig, H. Lidström, P. Hennissen, D. Dolmans & B. Piskur

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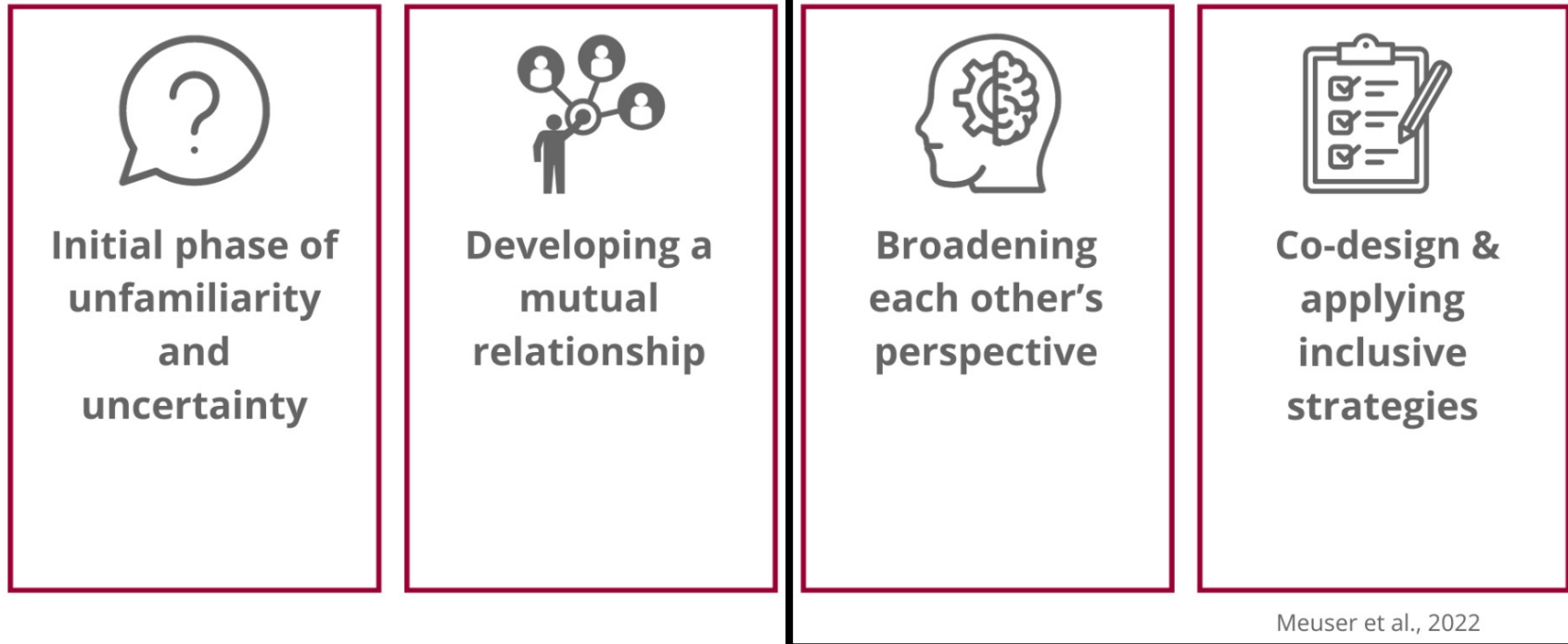


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## Collaboration Process between Teachers and Occupational Therapists during P4C



# What are environmental factors that hinder or promote the inclusion of all children?

**Article:** Hindering and enabling environmental factors for participation and belonging of all children while using the Partnering for Change (P4C) approach in the classroom (Meuser et al., submitted)

**Research question:** What are factors enabling or hindering the participation of all children in the classroom, as described by occupational therapists using the P4C model

**Methods:** weekly logs of P4C-Ots (N=12)

# Barriers & enablers for children's participation

Two themes of environmental factors emerged:

Aspects of classroom  
organization

*physical components of the classroom  
environment*

Aspects of teachers'  
pedagogies

*social components of the classroom  
environment*

(Meuser et al., submitted)

# Barriers & enablers for children's participation

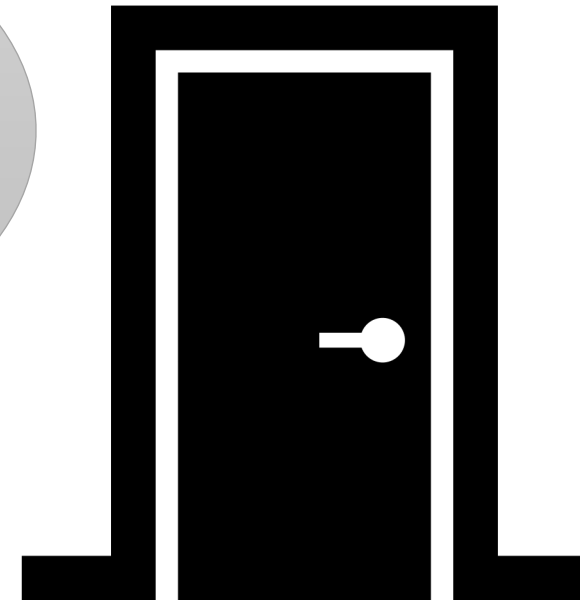
(Meuser et al., submitted)

## Classroom organization



Start P4C

*Resulted in an increased noise level and distractions for children, especially due to the noise level in other classrooms*



During P4C

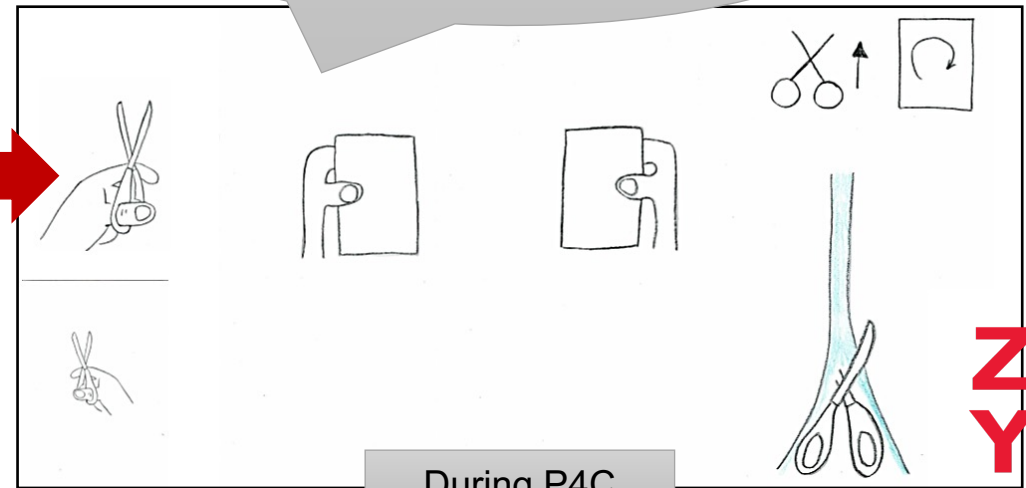
# Barriers & enablers for children's participation

(Meuser et al., submitted)

## Teachers' pedagogics

Difficulties with cutting a shape with scissors – the children did not think about how to hold the scissor and the paper and how to perform the task

Start P4C



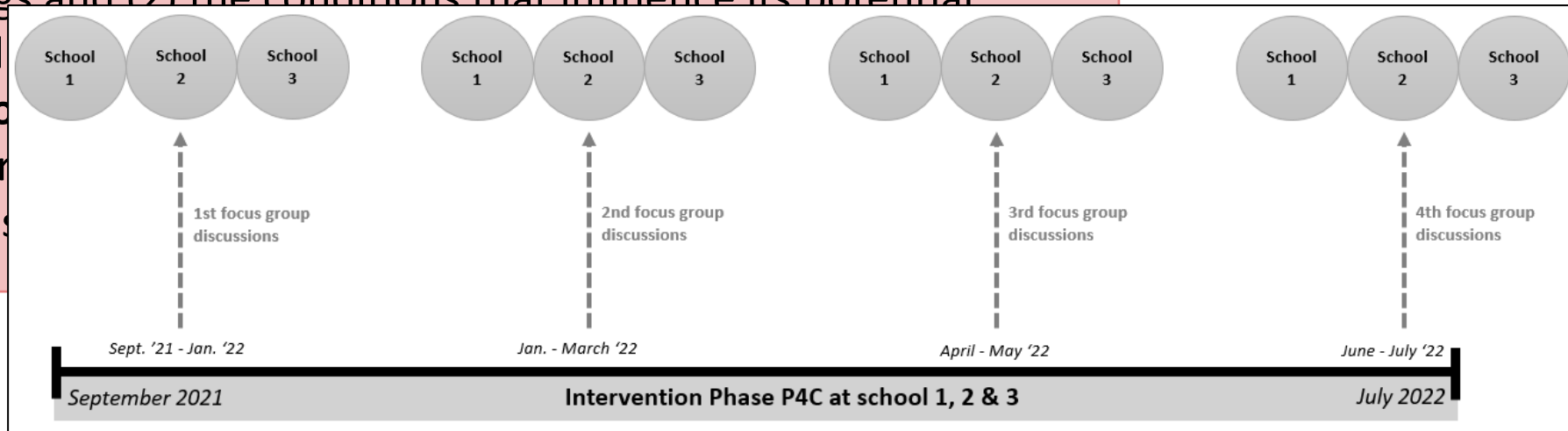
During P4C

# What is the perceived added value of P4C, and what are the conditions for implementation?

**Article:** Perceived Added Value of Partnering for Change and Conditions for Its Implementation in the Dutch Educational Context (Meuser et al., submitted)

**Research question:** How do stakeholders describe (1) the perceived added value of P4C across various educational settings and (2) the conditions that influence its potential

added  
Method  
primary  
discuss



# Percieved added value of P4C?

<b>For children in the participating classes</b>	An enhanced sense of group belonging
	Increased engagement during classroom activities
<b>For involved teachers</b>	Capacity building and development
	More focus on pedagogical approach
<b>For entire school</b>	Sharing lessons learned with other teachers & adopting effective strategies
	Internal critical friend
<b>For involved P4C-Ots</b>	Capacity building and development
	Recognition of their added value in Inclusive Team

(Meuser et al., submitted)

# Main conditions influencing P4C's potential added value?

<i>Classroom level</i>	<i>School level</i>
Defining roles & responsibility	
Sharing relevant information	
Having an open attitude toward innovations	

(Meuser et al., submitted)

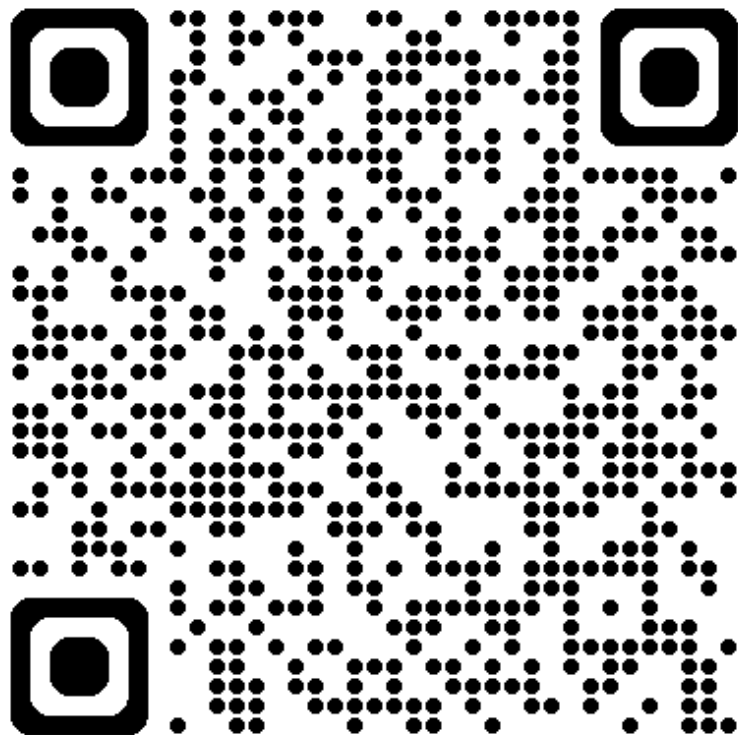
# Conclusion

**P4C offers a unique and powerful opportunity to embed OTs' expertise on the interaction between the school environment and children's participation, allowing them to be recognized as an integral part of the educational context and to focus on classroom- and school-level.**

**However, we've learned that this new role also requires a paradigm shift from OTs, which demands both time and support and innovation attitude.**

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## Partners & Financial support



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