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Research Snapshot No. 26

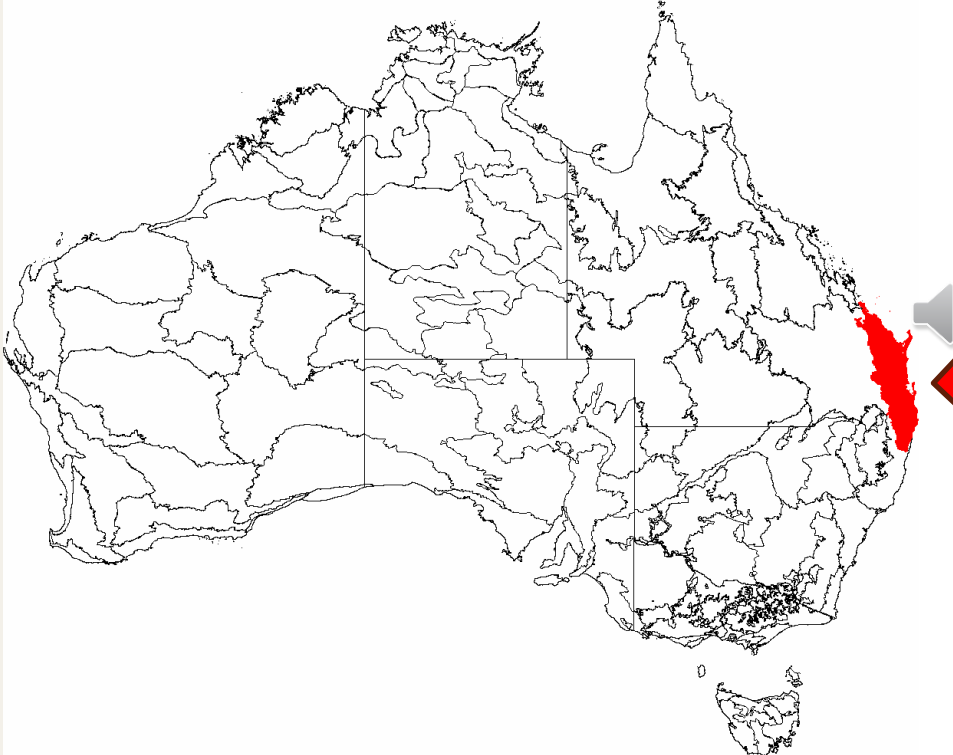
Professional Collaboration for Children and Adolescents with Neurodevelopmental Disorders: A Scoping Review

Salminen, J., Laasanen, M., Leinonen, L., Karukivi, M.,
Vornanen, R., Alin, M., & Kyttälä, M. (2025).



Presented by:
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OccThy(Hons), PhD**

Acknowledgement of Country



In the spirit of reconciliation PRECI acknowledges the Traditional Custodians of country throughout Australia and their connections to land, sea and community. We pay our respect to their Elders past and present and extend that respect to all Aboriginal and Torres Strait Islander peoples today.

What do you need to know?



- Multiple professionals often support children with developmental differences, including Autism Spectrum Disorder, Global Developmental Delay, Speech and Language difficulties or Learning Disorders
- Families navigate complex education, health and social care systems – and while systems are unique in other countries, complexity of service navigation in early days is widespread
- Fragmented services can reduce effectiveness
- Collaboration improves a number of child, family and educational outcomes

What is this research about?

- The review sought to explore what is known about professional collaboration for children and adolescents with neurodevelopmental disorders?
- It uncovered enablers, barriers and outcomes as they related to professional collaboration between families, health or social services, and schools



What did the researchers do?

- Scoping Review (PRISMA-ScR)
- Search period: 2000–2022
- 7 databases searched including ERIC, MEDLINE, CINAHL and PsycInfo
- Included studies that met specific criteria
- Also looked at reference lists to add to included papers
- Provided a qualitative summary

317 studies identified

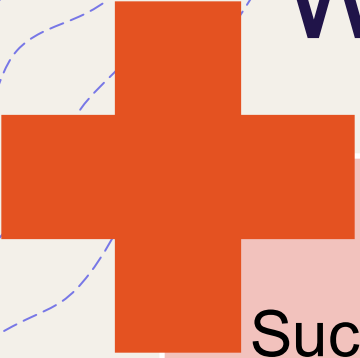


58 full-text reviews



29 studies included

What did researchers find?



Success depended on:

- Shared understanding
- Defined roles
- Communication
- Mutual respect
- Professional learning
- Family involvement

Collaboration is limited by:

- Professional silos
- Time constraints
- Resource limitations
- Legal restrictions
- Info-sharing challenges



How can you use this research?

- Strengthen partnerships and teams
- Centre families in all decision-making
- Collaborative professional learning
- Better information sharing
- Reduce duplication of services
- Improve coordination tools/mechanisms



In in so doing, contribute to better outcomes for children and families

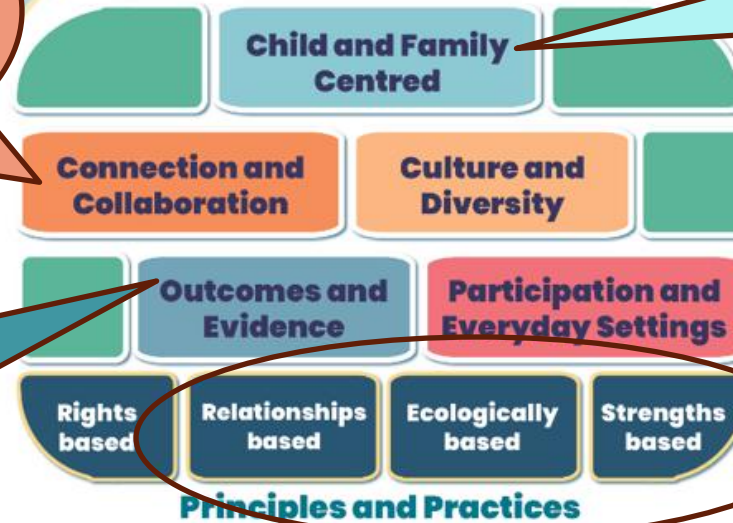


How does this research align with the Framework?

National Best Practice Framework for Early Childhood Intervention

Teamwork supports assessment, intervention planning and service coordination.

Evidence of collaboration's impact on processes and their outcomes, as well as wellbeing, satisfaction, and quality of life.



Strong partnerships with families in planning, assessment and intervention can improve outcomes of these activities

Collaborative approaches improve participation in education and inclusion

About the researchers:

- The research team was based primarily at the University of Turku and the University of Eastern Finland.
- Researchers specialised in education, special education, psychiatry, social sciences and child wellbeing.
- The interdisciplinary team reflected the collaborative focus of the review.

Where to from here?

- + Future: More empirical and school-based research
- + Improve collaboration principles, mechanisms and structures
- + Consider Australian context



Key Takeaway:

- + Effective collaboration between education, healthcare and social care professionals improves wellbeing, inclusion and outcomes for children with neurodevelopmental disorders.



Salminen, J., Laasanen, M., Leinonen, L., Karukivi, M., Vornanen, R., Alin, M., & Kyttälä, M. (2025). *Professional collaboration for children and adolescents with neurodevelopmental disorders: A scoping review*. **European Journal of Special Needs Education**, 40(1), 16–34. <https://doi.org/10.1080/08856257.2024.2314422>

THANK YOU FOR LISTENING!

