

**Module: Family-Centered Practices
 for Infants and Toddlers With Visual Impairments**

Session 2: Teams and Service Coordination

Handout B

Techniques That Facilitate Role Release Within the Transdisciplinary Model

EIVI Training Center. (2002). *Techniques that facilitate role release within the transdisciplinary model*. Chapel Hill, NC: Early Intervention Training Center for Infants and Toddlers With Visual Impairments, FPG Child Development Institute, UNC-CH.

The following table is adapted from Berry and Hardman (1998).

Role Release Component	Techniques
Role Extension	<ul style="list-style-type: none"> • Keep abreast on new articles and books from different specific discipline areas • Attend professional development conferences, seminars, and lectures from other disciplines • Join professional and/or family organizations
Role Enrichment	<ul style="list-style-type: none"> • Engage in active listening • Secure explanations of unfamiliar medical or educational language • Select educational, medical, and therapeutic topics you desire to know more about and assess what present knowledge you can share with others
Role Expansion	<ul style="list-style-type: none"> • Observe professionals from other disciplines as they work with young children • Alternate the role of the facilitator when conducting transdisciplinary assessments
Role Exchange	<ul style="list-style-type: none"> • Request that team members appraise your ability to carry out specific interventions from different disciplines • Collaborate with other team members when exploring strategies for achieving specific intervention outcomes

Role Release Component	Techniques
Role Release	<ul style="list-style-type: none"> • Review intervention strategies/skills learned from other team members and maintain resource list of strategies • Accept responsibility for helping the family achieve each IFSP outcome
Role Support	<ul style="list-style-type: none"> • Seek help from other team members when uncertain • Assist other team members when implementing a complicated intervention • Collaborate with other team members and the family when reviewing progress on specific interventions

Reference

Berry, J.O., & Hardman, M.L. (1998). Families and the early childhood years. In *Lifespan perspectives on the family and disability* (p. 168). Needham Heights, MA: Allyn & Bacon.