

Module: **Developmentally Appropriate Orientation and Mobility**

Session 1: Foundations of Developmentally Appropriate Orientation and Mobility

Handout C: Techniques That Facilitate Role Release Within the Transdisciplinary Model

EIVI Training Center. (2003). *Techniques that facilitate role release within transdisciplinary model*. In D.D. Hatton, R.A. McWilliam, & P.J. Winton, *Family centered practices for infants and toddlers with visual impairments* (participant packet, pp. 111). Chapel Hill, NC: Early Intervention Training Center for Infants and Toddlers With Visual Impairments, FPG Child Development Institute, UNC-CH.

Role Release Component	Techniques
Role extension	<ul style="list-style-type: none"> • Stay informed of new articles and books from different discipline areas. • Attend professional development conferences, seminars, and lectures from other disciplines. • Join professional and family organizations.
Role enrichment	<ul style="list-style-type: none"> • Engage in active listening. • Secure explanations of unfamiliar medical or academic terms. • 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 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 and skills learned from team members and maintain a resource list of these strategies. • Accept responsibility for helping the family to 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.

Adapted from: 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.