MODELS FOR TEAMS

The whole team includes . . .
The core team plus others who work with the student:

Core Team . . .
• General Education teacher(s)
• Special Education teacher
• Family member(s)
• Sometimes
  Paraprofessional(s), if involved with student
  Focus student
  Others (highly involved)
Role transition

a process through which transdisciplinary teams can teach and learn across disciplinary boundaries

Role extension
Actions taken by team members to increase expertise in own discipline
- Staying current with literature
- Attending professional meetings
- Staff development
- Example: Teacher of VI attends workshop on how student’s visual field may impact on selection of augmentative communication system

Role enrichment
All team members develop a general awareness of terminology and basic practices of other disciplines
- Example: Speech/language pathologist briefly describes the differences between “touch” cues and “object” cues in receptive communication intervention for learners with dual sensory disabilities to other team members

Role expansion
Acquiring sufficient information from other disciplines to make knowledgeable observations and recommendations outside of own discipline
- Example: SPED teacher notes the angle of the seatback on a student’s wheelchair restricts ability to engage in face-to-face interactions with peers

Role exchange
Implementation of knowledge and skills of other disciplines under supervision of relevant team member
- Example: Parent who demonstrates to speech/language pathologist a play activity during which the child’s use of “more” is encouraged.

Role release
On-going practice of newly acquired techniques through consultation with a team member who remains accountable for the practice of those techniques
- Example: Social worker provides instruction to a single father regarding addition of new vocabulary for son’s sign language repertoire

Role support
Informal encouragement and consultation necessary to maintain each other’s correct implementation of disciplinary techniques
- Example: Periodic observation and feedback by speech/language pathologist to para who assists learner at mealtime on oral-motor facilitation