

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

Session 2: Teams and Service Coordination

Handout A

A Comparison of Team Models

EIVI Training Center. (2002). *A comparison of team models*. Chapel Hill, NC: Early Intervention Training Center for Infants and Toddlers With Visual Impairments, FPG Child Development Institute, UNC-CH.

According to Tuchman (1996, p. 137), “drawing upon the best opportunities each model has to offer gives an early intervention team the most flexibility in meeting a family’s needs and increasing participants’ satisfaction.” Although a transdisciplinary team model offers the best opportunities to provide family-centered support, TVIs will often find themselves in situations where they have little control over the model that a team uses. However, resourceful TVIs can infuse the advantages from each model into most situations by focusing on the family’s needs, priorities, and strengths to provide support that is functional and relevant for each family.

The following table is adapted from Tuchman (1996).

	Advantages	Disadvantages
Multi-disciplinary	<ul style="list-style-type: none"> • Professionals often very specialized and knowledgeable • More feasible when members come from different agencies 	<ul style="list-style-type: none"> • Little communication among members • Each discipline works independently of the others • Duplication and overlap of services • Family may be overloaded by visits from many professionals
Inter-disciplinary	<ul style="list-style-type: none"> • Professionals often very specialized and knowledgeable • More feasible when members come from different agencies • Communication among members 	<ul style="list-style-type: none"> • Communication among members not likely to extend to coordination and planning • Each discipline works independently of the others

	Advantages	Disadvantages
Inter-disciplinary (continued)	<ul style="list-style-type: none"> • Increased parent participation 	<ul style="list-style-type: none"> • Duplication of services • Family may be overloaded by visits from many professionals
Trans-disciplinary	<ul style="list-style-type: none"> • Communication, coordination, planning, and decisions among team members, including the family • Views child and family holistically • Increases parent participation • Utilizes family's informal supports • Emphasizes helping family to provide interventions for their child • Acknowledges importance of specialists while recognizing common features of family-centered early intervention 	<ul style="list-style-type: none"> • Requires commitment of time from members and their agencies • Some team members may feel uncomfortable with role release • Members of team may assume expertise in other specialty areas

Reference

Tuchman, L.I. (1996). The team and models of teaming. In P. Rosin, A.D. Whitehead, L.I. Tuchman, G.S. Jesien, A.L. Begun, & L. Irwin (Eds.), *Partnerships in family-centered care: A guide to collaborative early intervention* (pp. 119-143). Baltimore: Paul H. Brookes.