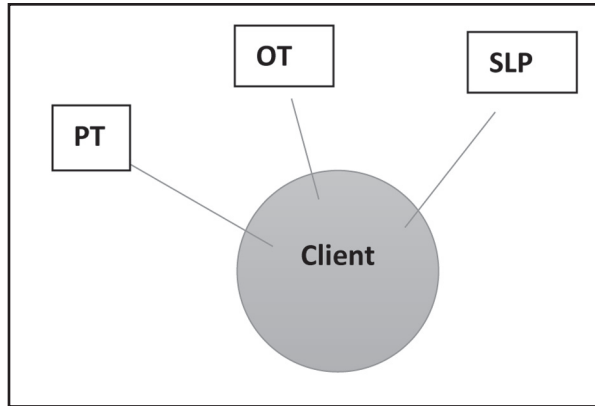
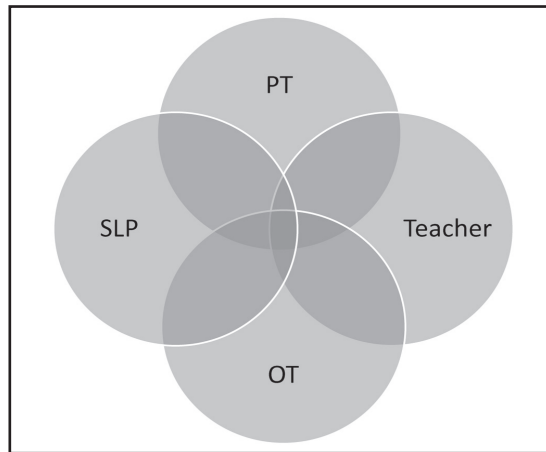


**Figure 3-1.** Multidisciplinary approach.**Figure 3-2.** Transdisciplinary approach.

understanding of the client's needs, and the provision of services being implemented by the other service providers (Figure 3-1). A transdisciplinary approach is based on the premise that one person can perform multiple professionals' roles by providing services to the patient under the supervision of the individuals from the other disciplines involved. Representatives of various disciplines work together in the initial evaluation and care plan, but only one or two members directly provide the services. The transdisciplinary team model values the knowledge and skill of team members (Bruder, 1994). Transdisciplinary teamwork involves a certain amount of boundary blurring between disciplines and implies cross-training and flexibility in accomplishing tasks. Transdisciplinary practice becomes especially relevant in the remote and rural context, where health care professionals need to be more flexible about their roles and responsibilities. For example, a speech-language pathologist may provide guidance to a school-based occupational therapy practitioner who is providing direct services to an elementary-age student using an augmentative and alternative communication device to direct his or her personal care in the classroom setting. However, in a rural area, the speech-language pathologist in this situation may have very limited direct contact with the student and would instead meet regularly with the occupational therapy practitioner. Within this approach, two health care professionals (occupational therapy and speech-language pathology) bring their individually developed ideas to formulate a collective intervention plan to address the student's and family's needs in the school setting (Figure 3-2).

An interdisciplinary approach to service delivery presupposes interaction among the disciplines. Not only are individuals from several disciplines working toward a common goal, but also the team members have the additional responsibility of the group effort (Rothberg, 1981).