ROLES AND RESPONSIBILITIES

IEP Team Member Roles and Responsibilities

AT decisions surrounding identification of AT needs and implementation of AT are best made in cooperation and collaboration with individuals who can contribute to identification of a student’s functional needs.

Responsibilities Pertaining to All Team Members

1. Attend and participate in IEP meetings and collaborative meetings to determine whether or not the student requires an AT device, and to assess progress.
2. Assist with student information data collection and monitoring.
3. Provide training and communication to parents, paraprofessionals, and/or students regarding AT usage.

Role Specific Responsibilities

The Student

Students can often be their own best advocates in relation to developmental and educational needs. It is important that the information they provide be considered in development of educational plans. As members of the AT team, the students provide authentic and real world feedback and recommendations regarding their use of assistive technology.

Responsibilities of the Student

1. Express preferences for selecting AT devices when options are available.
2. Provide information on the functionality of AT devices.
3. Provide feedback to the team regarding motivational, social, emotional, and related issues associated with their use of AT.
4. Participate in the evaluation of their use of AT.

Parents/Caregivers:

Parents provide necessary nurturing, guidance, and support for their children, as well as training in basic self-care and social skills. As legally mandated members of the AT team, parents often provide the most important information regarding the assistive technology user’s functioning in the real world environment. Parents also play an important role in the facilitation of educational plans.

Responsibilities of Parents/Caregivers:

1. Provide input on current levels of functioning and needs in the home and school environments.
2. Provide information on preferences in types of equipment and history of AT strategies used.
3. Provide evaluative information on success of AT strategies, which have been employed.
4. Participate in AT training opportunities, as appropriate.
5. Provide information to the AT team regarding use of resources in the home.
6. Facilitate the use of AT in the student's acquisition of real world knowledge.
7. Advocate for the student when AT decisions are being made.
8. Assist in student's development of confidence, self-esteem, and independence.
9. Facilitate and evaluate the use of AT in the home environment where appropriate.

Special Education Teacher/Case Manager (including Vision and Hearing teachers):

The role of the special education teacher/case manager in providing assistive technology services is varied and extremely important. It includes planning for AT integration into the curriculum, using AT for instruction, assessing for potential AT uses, and evaluating student progress and continued eligibility for special education services.

Responsibilities of the Special Education Teacher include:

1. Provide clear and continual communication regarding AT issues with parents, student, and others.
2. Oversee the student’s total educational plan in collaboration with all IEP team members
3. Complete AT Device Justification Forms and/or AT Consultation Request Forms based on input from multiple team members
4. Collect data on Assistive Technology use.
5. Collaborate with AT multidisciplinary/IEP team in implementing the AT provisions of the student’s IEP.
6. Identify academic, social, behavioral, emotional and physical needs in the classroom that relate to IEP objectives associated with the student’s AT plan.
7. Report progress, concerns, and needed modifications on the student’s AT plan.
8. Develop and implement educational strategies, promoting participation in classroom activities for AT users in order to accomplish functional academic and social goals.
9. Modify curriculum goals and educational materials to accommodate AT use.
10. Provide resource support related to AT use.
11. Maintain up-to-date classroom AT inventory.
12. Request AT technical support from the Physical Supports Program and school level personnel
13. Provide information on AT training opportunities to team members on a regular basis.
14. Coordinate AT interventions, therapies, and services.
15. Facilitate follow-through of AT plans.
16. Facilitate and ensure that AT timelines are met
17. Request school district support when appropriate and locate funding for AT services.

The General Education Teacher

The general education teacher is responsible for integration of the special education student into the regular classroom. This includes adaptation of curriculum, instruction, and the classroom environment to facilitate learning and development. The general education teacher provides important information to the AT team regarding the student's functioning in the classroom and collaborates with those who are involved in delivering special education and related services.
Responsibilities of the General Education Teacher
1. Provide information regarding the student's academic, physical, and social functioning levels.
2. Identify academic, physical, and social needs in the classroom as related to IEP objectives.
3. Collect evaluation data on AT use.
4. Develop and implement educational strategies, promoting participation in classroom activities for AT users in order to accomplish student goals.
5. Collaborate with family and other professionals to facilitate the educational plan.
6. Manage student time and activities during the school day to facilitate the educational plan.
7. Consult with the special education teachers and related services personnel.
8. Maintain up-to-date classroom AT inventory.
9. Notify the school district AT coordinator on needs for equipment and maintenance requirements.
10. Request AT technical support from the Physical Supports Program and school level as deemed necessary.
11. Integrate students who use AT into the classroom.
12. Assist AT users in the classroom.
13. Orient all students in class about the AT being used.

Vision and Hearing Specialists, including Orientation & Mobility Specialists and Audiologists (Optional)
The vision and hearing specialists provide the interdisciplinary team with highly specialized information about the student’s vision and auditory functioning. Vision and hearing specialists may specify vision and/or hearing evaluations, special equipment, and referral for additional assessment.
Responsibilities of the Vision and Hearing Specialists
1. Evaluate student’s ability to see and hear as needed for learning in the classroom.
2. Identify specific environmental demands that impact on vision and/or hearing.
3. Suggest ways to maximize student’s visual and auditory abilities in order to function in the home and educational environments.
4. Assist in development of instructional activities that relate to visual perception and auditory skills.
5. Assist in designing and developing visual and auditory aids and suggest strategies for facilitating their use.
6. Facilitate integration of vision and hearing development into educational curriculum.

The Occupational Therapist (OT) (Optional):
The occupational therapist provides services to enhance fine motor development, self help skill acquisition, eating/feeding skill development, sensory processing, positioning, splinting, and seating, augmentative communication/computer access, cognitive, behavioral and interpersonal skill development and community living skills. As a member of the AT team, the occupational therapist shares expertise regarding such activities as daily living skills, environmental control, writing, and keyboarding. The occupational therapist is trained to provide information and resources on design, development, and clinical application of assistive technology devices.
Responsibilities of the Occupational Therapist
1. Evaluate fine motor and gross motor skills in relation to AT devices, including range of motion, keyboarding, and handwriting.
2. Assist in determining most reliable motor response for switch placement.
3. Complete fine motor sections of AT assessments.
4. Assist in adapting and customizing AT equipment to facilitate fine motor abilities and increased response.
5. Evaluate student’s posture and mobility as related to daily living activities.
6. Recommend and implement student positioning procedures and devices which will meet seating and mobility needs.
7. Assist in determining devices and strategies for student to access other technologies for learning, communication and mobility.
8. Fabricate low-tech adaptations, as appropriate.
9. Recommend environmental control solutions or other environmental adaptations
10. Assist in student’s achievement of independence in daily living skills.

The Physical Therapist (PT) (Optional):
Physical therapists work directly with the student to maintain or enhance range of motion, improve muscle strength, and increase physical functioning for students who exhibit physical limitations. As a member of the AT team, the physical therapist provides information, consultation, training, and resources regarding the student’s gross motor, travel and mobility needs.

Responsibilities of the Physical Therapist
1. Evaluate gross motor abilities.
2. Identify optimum positioning of student and equipment for optimal use of assistive technology.
3. Assist in adapting and customizing AT equipment.
4. Complete gross motor sections of AT assessments.
5. Identify any existing physical conditions, which impact student’s performance.
6. Evaluate student’s posture and mobility.
7. Recommend and implement techniques, devices, and strategies for appropriate positioning of student for comfort, development, safety and increased mobility.

The Speech-Language Pathologist (SLP) (Optional):
The role of the speech/language pathologist is to evaluate the speech, language, and communication strengths and weaknesses of students, design and deliver therapy to improve communication ability. As appropriately qualified to do so, speech/language pathologists assume primary responsibility on the AT team for making recommendations about augmentative communication aids and services.

Responsibilities of the Speech/Language Pathologist
1. Evaluate student’s ability to use speech and language.
2. Identify specific environmental demands that impact on communication.
3. Suggest ways to maximize student’s speech, language, and communication.
4. Assist in designing and developing communication aids and suggest strategies for facilitating their use.
5. Facilitate integration of speech and language development into educational curriculum.
6. Recommend augmentative communication devices, as appropriate.
**Supervisors and other administrators**

Supervisors and administrators provide financial resources, personnel, operations management, support, as well as vision and leadership. As members of the AT team, supervisors and administrators provide the necessary resources and interpretation of policies and procedures related to the implementation of assistive technology services.

**Responsibilities of Supervisors and Other Administrators**

1. Provide leadership and ongoing support to the team.
2. Interpret policies and procedures related to the delivery of AT services and ensure that they are followed.
3. Allocate, support, and implement staff resources for participation in AT activities.
4. Provide support for planning and implementing assistive technology services.
5. Provide appropriate budget planning, supervision, submission and implementation for assistive technology services.
6. Obtain necessary resources for the delivery of AT devices and services.
7. Monitor progress of the AT program.