S^D Associates LLC

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Outline relationships of SD Associates provider and the contracting school.

S^D Associates strives to meet the needs of individual clients and educational teams. Each team and school operates differently; so, we have created this outline to help guide us in developing a flow chart of communication and roles and responsibilities for all team members. We hope that this will help the team be effective communicators and efficient with service delivery.

There are so many details and responsibilities when managing students with high needs; therefore, we have tried to break down tasks and responsibilities. This may be different and may warrant a conversation between the team members. Below is an overview of the titles of S^D's service providers, which are most often contracted with by school teams, and a definition of their roles.

Behavior Analyst (**BA**) – His or her role is to develop a function based therapeutic learning plan for the student based in the science of Applied Behavior Analysis. S/he designs a plan that articulates "how to teach" and "how do we know we're making progress?"

Behavior Instructor (BI) – To implement the therapeutic teaching/learning plan as written with oversight from the BA and SE

Special Educator (**SE***)– S/he supports the IEP team in the "what to teach" (curriculum) part of a student's program. In certain circumstances case management is sometimes also provided. **if a school SE and S*^D*SE identify who does what?*

Speech and Language Pathologist (SLP) – S/he supports the IEP team with support in the areas of language development this can include direct service, consultation/program development and or ACC support.

Team Members:

Name	Role	Responsibility	Contact Info

Communication:

- 1. Who communicates to the families about:
- Meetings -
- Day to day on goings -
- Rule 4500 paperwork -
- Recommendation changes in a Therapeutic Plan what will this look like?
- Student Progress what is the process?
- Other?
- 2. Who responds to families about:
 - Day to day events what is this format?
 - Rule 4500 paperwork -
 - Questions about the therapeutic plan; what format (e-mail, phone call, meeting)?
 - Questions about student schedule -
 - Questions about IEP goals -
 - Questions about services and or accommodations -
 - Other?
- 3. How are the IEP goals and objective progress reported out?
- Who reports what?
- Who distributes IEP paperwork and reports?
- Who sets up IEP meetings?
- Who is responsible for the IEP making sure all goals are being worked on and Services and accommodations occurring?

4.	How are recommendations to changes in programming communicated to the whole team?
5.	Day-to-Day questions about the following from the BI?
•	Therapeutic program questions (written in the plan) -
•	Teaching/learning procedures -
•	Daily Schedule -
6.	Who communicates with the classroom teachers about the needs of the students in regards to?
•	Profile -
•	Accommodation -
•	Curriculum -
7.	Who communicates with related parties regarding the following?
•	Field Trip(s)
•	Emergency Plans (e.g. Fire Drills)
•	School Communication (i.e. roles & responsibilities)
	Management:
1.	Who builds material for teaching and learning procedures?
2.	Who orders necessary resources for teaching and learning procedures?
3.	Who collects data on each IEP goal, analyzing and makes changes?
4.	Who manages the student's schedule?

- 5. Who manages the student's permanent file?
- 6. Who sets up IEP meetings?
- 7. How/Who is the IEP goals and objective progress reported out?
- 8. Who is responsible for the IEP making sure all goals are being worked on and services and accommodations occurring?
- 9. Who distributes IEP paperwork and reports?
- 10. Who manages DLMA/alternative assessment?

What does this look like?

- 11. Who is responsible for meeting agendas, roles and notes?
- 12. Who coordinates schedules of other related service provider's services?
- 13. Other?

Meetings:

When will they occur, how often, who will attend?

- 1. Progress update meetings?
- 2. Internal/core team meeting
- 3. Others:

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