

Gorelick/Stakeholder Chart
Week 6

Stakeholder	Definition of their role, and how they provide support to individuals on the spectrum
Parent or Guardian	<p>Is the individual's biggest advocate and a key member of the "IFSP" and "IEP" teams. "IDEA has given parents and students specific rights to participate in the decision-making process regarding special education." (Turnbull et. al., 2002) Under IDEA parents/guardians have shared decision making with school teams and also share educational accountability for the individual. They know their child better than anyone and therefore they can support the team with information about student strengths, needs and desired outcomes. They are a required member of the IFSP and IEP teams. The law gives them a voice so they can help make appropriate decisions for their students. Under IDEA parents have the right to DUE Process if they do not agree with the team's decisions about identification of disability, evaluation results, educational placement, manifestation determination, and/or the child's placement. They attend meetings, and support with providing key pieces of information, (eg. incidents that take place outside the home that may impact the students' learning).</p>
Special Education Teacher	<p>The special education teacher is not only an advocate for the student, but they also help to write the student's IFSP and IEP. They also coordinate and facilitate IEP meetings under appropriate timelines. A special education teacher can also act as a liaison between the student's family and the general education curriculum along with providing support such as accommodations and modifications and strategies to help best support the student's learning. They perform assessment and benchmark testing and keep data that supports whether researched based interventions are working, when to fade supports and when goals have been achieved and new ones need to be written. In addition, they coordinate and work with team stakeholders, such as parents and service providers. They provide supplementary services as needed so the child can grow and succeed. They are generally the lead educator and/or student's case manager. They work closely with school staff to provide strategies to support the child's needs and may deliver SAI (Specialized Academic Instruction) in the areas of disability and need both in the general education and special education classrooms. Special Education teachers help with the</p>

	<p>decision making for the LRE (Least Restrictive Environment) in which to educate the individual and base these recommendations on data and research based strategies/interventions. The Special Education Teacher is, “responsible for implementing the IEP. In addition to the special education teacher, those that can implement the IEP include related service personnel, who also provide services outlined in the IEP.” (IRIS Center, n.d.)</p>
<p>General Education Teacher</p>	<p>At least one general education teacher is on the IEP team. They are the grade level curriculum experts. They provide vital information on where students in their grade should be as far as progress and are able to monitor, keep data and support the scaffolding of the curriculum for students with disabilities. Not only do they have valuable curriculum and content knowledge, but are able to add support directly to enhance and support progress on academic and behavioral goals. (Smart Kids, 2021)</p>
<p>Administrator</p>	<p>LEA (Local Education Agency) This is a representative of the school who serves to support in the IEP team process and decision making. This person knows the school and district policies and understands special education laws as well as the resources the school has and can add and suggest ways to carry out the needed support. They have authority to ensure that whatever the team agrees to will be carried out in the LRE. (<i>Sec. 303.23, 2017</i>) In addition, they make sure all stakeholders have a voice and the meeting is facilitated in an equitable fashion.</p>
<p>School Psychologist</p>	<p>Leads in and conducts the Initial evaluation assessments for students who have been identified for special education services in the areas of academic, cognitive, and processing difficulties/deficits. As well, they complete 3-year reevaluation assessments to determine if a student still qualifies for services and to assess growth and needs of the students who already have an IEP and reassess current goals. These assessments drive and support the recommended instruction and Individual Education Program development. From inception of the IEP program to the implementation of appropriate supports, instructional plans, and strategies, school psychologists may support teams by completing a functional behavioral analysis and (ERMHS) Educationally Related Mental Health Services evaluations. In some situations they provide daily individual and/or group and parent counseling/support for student IEPs or team recommendations. In many school districts they are responsible for the creation and implementation of remedial interventions and behavior support plans in an effort to create better mental health and positive</p>

	<p>learning environments for students. In my school district, they support the professional development for special education and general education teachers and school site staff in the areas of mental health and social-emotional development for students.</p>
<p>Speech-Language Pathologist</p>	<p>Assess students and analyze results for receptive and expressive language needs and to design and implement appropriate interventions and instructional supports, lesson plans, and strategies to support various speech and language needs including social and/or academic. In addition, they support the team with information to drive goals for Individual Education Program development. In some cases they also serve as the case manager for speech-only students where they develop IEP documents in accordance with federal, state, and local (SELPA) Special Education Local Plan Area and then coordinate and facilitate IEP meetings under appropriate timelines. Additional duties may include supporting the professional development for education specialists, teachers and school staff. As well as, provide language and speech treatments to students individually and/or in small groups.</p>
<p>Occupational Therapist</p>	<p>Assessment of individuals with disabilities (ASD) and evaluation of occupational therapy needs to design and implement appropriate interventions, instructional plans, and strategies in the areas of social and educational needs. In addition, these individuals develop a variety of evidence-based instructional activities to meet the student's individual occupational therapy goals/objectives. They also participate in the growth and development of the Specialized Programs that support students with ASD and recommend interventions and/or other support for specialists, special education and general education teachers and school staff. They deliver OT services to students both individually and/or in small groups.</p>
<p>Board Certified Behavior Analyst</p>	<p>Assessment, training, and direct intervention and instruction of ABA therapy. (Iris Center, n.d). Along with implementation and assessments of FBAs (functional behavior assessments) and development of BIPs (behavior intervention plans). BCBA's also develop and provide professional development to staff (general education and special education teachers and staff) related to behavior strategies. As well as, consult with school staff when</p>

	serious behavior issues arise and support the professional development across school sites.
Physical Therapist	To work with the special education team in providing assessment, intervention and support with IEP goals and provide specific strategies that support students with difficulties in the areas of (core and or motor planning) strength and stamina. In addition to “postural control, functional mobility, coordination, and general motor behavior. They can help young children learn how to use playground equipment or negotiate steps and stairways in the school. PTs might help arrange the classroom and home environments to make sure that the work spaces (e.g., desks, computer stations) are arranged to facilitate independence and success.” (Iris Center, n.d).
Paraprofessional	Work directly with their assigned students. They work under the direct supervision of the special education teacher and support in all areas of academics, social emotional wellbeing, and behavior. They keep data and work closely with the general education and special education teacher to help students meet IEP goals. In addition they provide feedback and data about the student and the students strengths, areas of need, interest and help support specialized academic instruction.
Vocational Specialist	A VS Is the next step in the educational outcome for students with disabilities and ASD. They are responsible for getting to know the student, identifying strengths and weaknesses and supporting their application progress into and for next steps. They may be the liaison for a new job, living environment or higher education. They assess and provide valuable feedback for the student and family and provide a map of the transition as well as step by step guides where necessary. “Vocational specialists have expertise in post-secondary education and employment options and focus on career development and preparing students for independence and for integration into a post-secondary school, work, or community environment.” (Iris Center, n.d).
Adapted Physical Education Teacher	This professional helps provide appropriate physical education for students on the spectrum. They provide modified activities that have been adapted to meet the learner where they are and support with creating, drafting, and implementing goals in the area of movement and physical activities and support a variety of functions including coordination, endurance and strength training.
Pediatrician	Developmental Pediatricians help to develop, impliment and

	<p>monitor an individual with Autism Spectrum Disorders growth and development. “Autism is a complex disorder of communication, thinking, relating to others, and participating fully in the community. The documented prevalence of autism has been rising. We recognize that it will take many different disciplines working together to understand the condition and ultimately provide effective treatments to children and their families.” (Stanford Children's Health, n.d.)</p>
Nutritionist	<p>Because individuals with ASD have such complex feeding needs that can create comorbid medical conditions both the pediatrician as noted above and the nutritionist may develop and monitor plans to address both food preferences and sensory issues to support the bodies proper growth and function.</p>
Social Worker	<p>“Social workers who support individuals on the autism spectrum and their families engage in research, practice, education, and advocacy aimed at supporting individuals on the spectrum and their families, and to help communities enhance their awareness.” (Bishop-Fitzpatrick et. al., 2019). These individuals support the IFSP and IEP Teams in all areas such as, academic and behavioral. The social worker may create and implement research based lessons in the area of social skills, transition planning, job placement and counseling. (Iris Center, n.d.).</p>

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