



Colorado River BOCES Itinerant Staff

Colorado River BOCES itinerant staff are skilled professionals who become part of the network of supports to enhance student growth throughout the administrative unit. Itinerant staff are assigned to schools and/or districts (Roaring Fork, Garfield RE2 and Garfield 16 school districts) throughout the AU to provide special education support services.

Although itinerant staff do provide direct services (school psychologists, Occupational Therapists, Speech Language Pathologist, teacher of deaf/hard of hearing and teacher of the visually impaired primarily) to students, the most effective use of their time and expertise is to consult with the school-based staff as they are there with the student throughout the day. These staff are the experts in their areas and should be invited to all meetings and service/support discussions about the child or consulted with prior when they are not able to attend. In addition, it is more beneficial to the child that a school based special education staff member is the case manager for children that receive services from itinerant staff.

Consultation

Itinerant staff generally do not provide direct instruction to students. Instead, their services are focused on supporting school-based personnel to ensure that students have access to programs with direct and appropriate access to all components of the education program, including but not limited to recess, lunch, and extracurricular social and athletic activities. Typical responsibilities of the staff member consulting may include but are not limited to: providing in-service training for general education administration and staff regarding the specific needs of students, and ways to include students in various situations and group settings; monitoring test accommodations and accessibility; recommending specialized services, materials or equipment for students to use in the general education classroom and providing specialized resources and aids.

Specialized Instructional Support Personnel (SISPs)

Each student needs to be served by qualified professionals, including SISPs, who have the skills necessary to provide instruction and services that meet the academic, communication, social-emotional and transition needs of students with a disability. All specialized personnel must meet state licensing requirements and where applicable, hold appropriate professional certification.

Itinerant services include:

- **Deaf/Hard of Hearing (DHH) Team:**
 - Audiologist
 - Teacher of Deaf/Hard of Hearing students
- **Teacher of the Visually Impaired and Orientation and Mobility teacher**
- **School Psychologist(s)**
- **Affective Needs Program Consultant**
- **Occupational Therapist**
- **Physical Therapist**
- **Speech Language Pathologist/Assistant**

General Role:

- Itinerants travel throughout districts supporting students and staff in all schools
 - Direct services
 - Consultation
 - Collaboration
 - Serve as the experts in the specific area if disability
 - Resource to the school and staff
- IEP and 504 team members
- Educate school staff, students and families regarding disability accommodations, technology options (if applicable) and self-advocacy
- Provide suggestions and teaching strategies to improve student access to the curriculum in the classroom
- Generate social opportunities for students
- Empower students and parents to understand the impacts of the specific disability on education, learning, social and understanding of legal rights

Specific Roles:**Educational Audiologist Responsibilities**

Educational audiologists specialize in the effects of hearing, listening, and auditory processing deficits on the ability of children and youth to access communication and learning through audition. These students may be served under IDEA or 504. While the work of educational audiologists may vary from one educational setting to another, they must address the practice areas identified within IDEA for audiologists: screening, assessment, amplification, habilitation, counseling and assistive technology services (34 C.F.R. § 300.5-.6); and routine checking of amplification devices and external components of surgically implanted medical devices worn by children in school (34 C.F.R. § 300.113).

- Manage school-based hearing screening programs and follow up assessments
- Perform comprehensive assessments of hearing and classroom access for students with hearing loss
- Provide training, education, and resources to staff, students and families regarding technology and personal hearing aids
- Provide and maintain hearing assistive technology for educational use

- Assess auditory processing skills
- Collaborate and act as a liaison with educational team, outside medical providers, students and families

Teacher of Deaf/Hard of Hearing Responsibilities:

Teachers are to facilitate the development of communicative competence; several provisions must be in place and factors must be considered. The roles and responsibilities of the Teachers in the development of communicative competence may be overlapping, complementary, and/or supplementary when collaborating to achieve optimal outcomes for the child who is deaf or hard of hearing ([JC ASHA/CED, in press a](#)). Teachers should have an understanding of the interrelationship of linguistic, cognitive, and social development as well as an understanding of how hearing loss, community, educational, and familial factors affect the overall development of the child is critical.

- Collaborate with school based Special Education Teams to assess educational implications of hearing loss
- Distinguish the learning impacts of the students' hearing access on education
- Provide direct intervention services inside and/or outside of the classroom related to specialized instruction specific to hearing loss, auditory skill development, and language development
- Assess and inform teachers/staff, students and families of communication, socialization, and educational impacts of students' hearing abilities
- Collaborate with interpreters, para-educators, SLPs, and teachers regarding impacts of hearing loss and appropriate interventions

Teacher of the Visually Impaired Responsibilities:

The role of the Teacher of Students with Visual Impairments (TVI) is to provide direct and/or consultative special education services specific to vision loss. The TVI provides support to students, teachers, and parents and acts as a liaison with community services. The TVI works with the educational team by advising the team about ways of enhancing the student's learning by adapting activities and materials to the student's abilities. Although the TVI is not an academic tutor, they may spend some time ensuring that the student understands concepts introduced in academic courses.

- Teacher of Students with Visual Impairments will read and interpret medical eye reports.
- Conduct Functional Vision Assessments to determine how much usable vision a student has to perform visual tasks
- Identify any goals and objectives in specialized areas related to the visual needs of the student
- Identify instructional methods and materials for meeting goals and objectives
- Recommend appropriate service delivery options, including class placement, physical education, related services, specialized equipment and adaptations in testing procedures
- Assist in determining and procuring classroom equipment and materials necessary for the student with visual impairments to learn (braille, low vision devices, assistive

technology, computer) including ensuring necessary room modifications and lighting changes.

- Assist in obtaining specialized materials, including procuring materials from the American Printing House for the Blind (APH), providing braille, recorded/enlarged materials, and other needed materials
- Ongoing communication with the caregivers and classroom teachers

Orientation and Mobility specialist Responsibilities:

Orientation and mobility (O&M) is that part of the educational process that prepares students with visual impairments to travel independently and safely. The itinerant O&M specialist travels to the students' assigned schools to provide direct and/or consultative services relating to the visual impairment. These services enable the students to travel safely, efficiently, and independently in their home, school, and community environments. Community-based instruction is assumed and a critical component of the O&M program. It is often necessary for instruction to occur off-campus, so the need for transportation for this community-based instruction is important.

- Perform orientation and mobility evaluations that focus on long- and short-term needs of the student
- Instruct students with visual impairments in skills and knowledge that enable them to travel independently based on the IEP
- Teach students to travel with proficiency, safety, and confidence in familiar and unfamiliar environments
- Prepare sequential and meaningful instruction geared to the student's assessed needs, IEP goals and objectives, functioning level, and motivation level
- Confer regularly with parents, classroom teachers, physical education teachers, physical therapists, and other school personnel to assist in home and classroom modifications to ensure reinforcement of appropriate
- Concept development Gross motor skills, Visual efficiency skills (with and without optical devices), Sensory efficiency skills and Cane skills, including adaptive mobility devices
- Map skills Social skills Self-determination Independent living skills
- Recreational leisure skills
- Outdoor travel skills -Residential, Commercial, Public Transportation, Personal safety, and Support Services
- Provide assistance to the students with visual impairments in understanding their attitudes and those of others concerning their visual impairments

School Psychologist Responsibilities:

School psychologists provide effective services to help children and youth succeed academically, socially, behaviorally, and emotionally. School psychologists provide direct educational and mental health services for children and youth, as well as work with parents, educators, and other professionals to create supportive learning and social environments for all children. School psychologists apply their knowledge of both psychology and education during consultation and collaboration with others. They conduct effective decision making using a

foundation of assessment and data collection. School psychologists engage in specific services for students, such as direct and indirect interventions that focus on academic skills, learning, socialization, and mental health. School psychologists provide services to schools and families that enhance the competence and well-being of children, including promotion of effective and safe learning environments, prevention of academic and behavior problems, response to crises, and improvement of family–school collaboration. (National Association of School Psychologists 2010).

- Conduct psychological and academic assessments
 - Help families and staff understand their child's learning and mental health needs
 - Enhance staff understanding and responsiveness to diverse cultures and backgrounds
- Progress monitoring- Collect and interpret student and classroom data
- School-wide practices to promote learning
- Consultation and collaboration
- Academic/learning interventions
- Mental health interventions
- Behavioral interventions
- Special education services
- Crisis preparedness, response, and recovery
- Professional ethics, school law, and systems
- Individualize instruction and interventions
- Support social-emotional learning
- Implement and promote positive discipline and restorative justice
- Provide crisis prevention and intervention services

Affective Needs Program Consultant Responsibilities:

The Program Consultant is responsible for guidance and program implement, and collaboration with the Affective Needs Programs across the Colorado River BOCES member districts. The Consultant serves as a liaison between the school, the family and the agencies involved in the child's life.

- Serve as a resource for the Affective Needs staff to promote and implement academic and behavioral supports
- Provide leadership and support for the Affective Needs programs; Assist with the facilitation and documentation of research-based methods for academic and behavioral supports
- Crisis plan development and training of staff
- Work with Teacher and school based mental health professional to break down and/or identify behaviors that are affecting the child's ability to be successful in school and life.
- Meet with staff, agencies and families regularly to reinforce skills being taught to the child
- Frequent contact with the families, staff and agencies through phone, text or email to provide updates.
- Act as a liaison between all school, home and agencies involved with the child.

- Create, establish and support consistency between the AN programs across the Colorado River BOCES.

Speech Language Pathologist Responsibilities

Speech-language pathologists, as defined by ASHA, are professionals who hold the ASHA Certificate of Clinical Competence in Speech-Language Pathology (CCC-SLP), which requires a master's, doctoral, or other recognized post-baccalaureate degree. ASHA-certified SLPs complete a supervised postgraduate professional experience and pass a national examination as described in the [ASHA certification standards, \(2014\)](#). Demonstration of continued professional development is mandated for the maintenance of the CCC-SLP. SLPs hold other required credentials where applicable (e.g., state licensure, teaching certification, specialty certification). The overall objective of speech-language pathology services is to optimize individuals' abilities to communicate and to swallow, thereby improving quality of life. As the population of the United States continues to become increasingly diverse, SLPs are committed to the provision of culturally and linguistically appropriate services and to the consideration of diversity in scientific investigations of human communication and swallowing.

- Provides group or individual services to students identified with a communication disability on their IEP.
- Provides thorough assessment and diagnosis of articulation, voice, fluency, and language disabilities.
- Provides Response to Intervention (RtI)/MTSS, screenings as appropriate and observations to identify students with communication needs
- Prepare educational plans annually for each student, serving a range of language disorders, based on individually assessed needs
- Prepare therapy plans for each student across all grade levels.
- Participate on evaluation teams for speech, language, and hearing-impaired students as appropriate.
- Confer with classroom teachers as requested concerning any educational needs of the student.
- Collaborate with others to meet students' needs
- Data collection and analysis to guide practice and services to students, data-based decision making, including gathering and interpreting data with individual students.

Occupational Therapist Responsibilities:

An occupational therapist provides therapy in sensory processing, visual-motor skills, fine-motor dexterity, self-help skills and use of communication systems. A student who has difficulty learning motor tasks, poor organization and sequencing of tasks, poor hand use, difficulty accomplishing tasks without adaptive equipment, unusual or limited play patterns, deficits in self-help skills, poor attention to task, or hypo- or hypersensitivity to touch would be appropriately referred for an assessment by an occupational therapist.

- Consultation with teachers, other therapists, support staff and families to facilitate classroom participation.
- Documentation requirements include data collection, marking period progress updates, yearly IEP revisions including updated goals and treatment strategies.

- Attendance at IEP meetings is recommended.
- Confer with classroom teachers as requested concerning any educational needs of the student.
- Data collection and analysis to guide practice and services to students, data-based decision making, including gathering and interpreting data with individual students.
- Provides thorough assessment.

Physical Therapist Responsibilities:

A physical therapist provides therapy in postural stability and movement, muscle stability and strengthening, management of trunk stability, orthopedic problems, range of motion, positioning, bracing and casting, transfer skills, gait training and cardiovascular and respiratory health. Indicators that a student should be referred for an assessment by a physical therapist include delayed gross-motor skills, difficulty learning motor tasks, unusual walking or motor patterns, difficulty moving safely in the school environment, difficulty maintaining sitting posture, poor balance, difficulty accomplishing tasks without the use of adaptive equipment, postural or orthopedic abnormalities or reduced endurance.

- Consultation with teachers, other therapists, support staff and families to facilitate classroom participation.
- Documentation requirements include data collection, marking period progress updates, yearly IEP revisions including updated goals and treatment strategies.
- Attendance at IEP meetings is recommended.
- Confer with classroom teachers as requested concerning any educational needs of the student.
- Data collection and analysis to guide practice and services to students, data-based decision making, including gathering and interpreting data with individual students.
- Provides thorough assessment.