Every Up to 3 staff will do some family training and education including:

- Individual and group instruction to parents, extended family members, and other appropriately identified individuals to assist the family of an Up To 3 child in understanding the special needs of the child and providing information to enhance their child’s development,
- Identifying appropriate activities designed to meet the developmental needs of each Up To 3 child and the needs of the family related to enhancing the child’s development,
- Provide services to the maximum extent appropriate in the child’s natural environment,
- Participate on interdisciplinary teams including the demonstration or role release and exchange,
- Communicate with parents about their roles within the evaluation/assessment process, IFSP development, and child instruction;

Specific roles also include:

**Physical therapy services includes:**

- Evaluation and assessment to identify gross motor delays;
- Interpretation and integration of information needed to develop an individualized plan to prevent, alleviate, or compensate for identify motor dysfunction and;

**Occupational therapy services includes:**

- Evaluation and assessment to identify fine motor delays including adaptive, sensory motor, and postural development;
- Interpretation and integration of information needed to develop an individualized plan to improve the child’s functional ability, adaptation of the environment including the selection, design, and fabrication of assistive and orthotic devices and,
- Individual and/or group services to address the requirements identified by each child’s IFSP.

**Speech and Language Pathology services includes:**

* Evaluation and assessment to identify communicative or oropharyngeal disorders and delays in development of expressive and receptive communication skills. Some speech pathologists may have the educational background to evaluate and treat oral motor and feeding disorders;
* Interpretation and integration of information needed to develop an individualized plan to improve the child’s functional ability and adaptation of the environment including the selection, design, and fabrication of assistive and augmentative devices and;

**Registered Nurse services includes:**

* Assessment of health status for the purpose of providing appropriate early intervention services;
* Review of pertinent medical records, collect child’s health history, and document child’s immunization status;
* Complete a vision and hearing screening and if needed referral for medical intervention and/or referral for audiology and/or ophthalmology evaluations;
* Complete nutrition assessments;
* Interpretation and integration of information needed to develop an individualized plan and;
Dietician services includes:
* Completion of assessment in nutritional history and dietary intake, feeding skills and feeding problems, food habits and food preferences;
* Interpretation and integration of information needed to develop an individualized plan to address the nutritional needs and;
* Individual and/or group services to address the requirements identified by each child’s IFSP.

ABC Classroom Teacher Responsibilities:
- Coordinate and conduct play-based assessment for children referred to the ABC classroom.
- Coordinate evaluations, parent training information, and design and implementation of class activities with ABC team members
- Ensure that lesson plans, classroom design and organization are appropriate for children with suspected or diagnosed ASD and their parents.
- Ensure that information provided to the parent incorporates the principles of adult learning and methodologies;
- Communicate with parents about their child’s accomplishments and other pertinent information.
- Develop IFSP outcomes identified by the play-based assessment for children with suspected or diagnosed ASD.
- Design and implement home-based services for children with suspected or diagnosed ASD and their parent(s).
- Coordinate preparation of classroom environments; assembling, copying, and development of materials for specific activities; set up and clean up of classroom; and documentation of child participation and attendance.
- Ensure appropriate supervision of classroom aides, work study students, and practicum students.

Lil Aggies Class Facilitator responsibilities:
- Ensure that information provided to the parent incorporates the principles of adult learning and methodologies identified in the section above;
- Classroom organization:
  - review each child’s IFSP including transition plan,
  - design activities with other team members and/or classroom staff to meet the identified needs,
  - develop lesson plans,
  - prepare classroom environments,
- Coordinate the assembly, copying, development of materials for the specific activities;
- Coordinate the set up and clean up of classroom;
- Coordinate classroom staff responsibilities for the implementation of the activity and documentation of individual child participation notes;
- Communicate with parents about their child’s accomplishments and other pertinent information;
- Ensure appropriate supervision of classroom aides and work study students;
- Ensure appropriate supervision and active involvement of practicum students;
- Ensure attendance is recorded
Service Coordination services includes:

- Assist and enable a child and the child’s family with receiving the rights, procedural safeguards, and services authorized under BWEIP’s early intervention state plan.
- Coordinate the performance of evaluations and assessments.
- Facilitate and participate in the development, review, and evaluation of IFSPs.
- Ensure implementation of the IFSP including assisting parents in gaining access to Up-To-3 services and other services identified on the IFSP.
- Coordinate and monitor Up-To-3 services and other services across agency lines.
- Serves as the single point of contact in helping parents obtain the services and assistance they need.
- Facilitates the timely delivery of available services.
- Continuously seeks the appropriate services and situations necessary to benefit the development of each child.
- Inform families of the availability of advocacy services and how to advocate for their child.
- Coordinate information and services with medical and health providers.
- Facilitate the development of a transition plan to exit from Up To 3 services as identified by the IFSP transition plan, including the facilitation of a transition meeting and attendance at the IEP meeting, if appropriate.
- Ensure family education related to transitioning/exiting from Up-To-3 to early childhood special education preschool services, community services, and/or private providers, as appropriate.
- Ensure that the child’s transition needs are met to prepare him/her for changes in service delivery, including steps to help him/her adjust to, and function in, new settings.