

## Team Roles And Responsibilities

It is important to clarify each team member's role and duties. Frustrations often occur when individuals have different expectations about the responsibilities of themselves or other team members. Everyone on the team is vitally important and needs to be involved in the student's education. The roles of the various team members are, however, different (although, at times, overlapping). The following are some guidelines regarding team roles and responsibilities which many teams find helpful:

Family - follows through on goals in daily home life; communicates their needs to school; identifies what it is they wish to occur in IEP meetings; keeps open lines of communication via communication book on a regular basis.

"At Home" Family Support Worker - supports and assists family to accomplish the above; communicates with school in order to follow through on goals from school.

Regular classroom Teacher- ensures appropriate educational programs for all children in the class; provides resource teacher with upcoming classroom themes and activities; meets regularly to help problem solve and provides valuable input; models interactions with student for other classmates.

Teaching Assistant - follows through on strategies and programs as developed by the team; provides input in planning meetings for upcoming parallel activities; helps prepare materials or adaptations for upcoming activities; promotes good communications with family; facilitates peer interactions as directed by the teacher.

Principal - ensures that the needs of the student, classmates, teacher and assistants are met the best that they can be; provides meeting time for planning; promotes a philosophy of integration and cooperation throughout the school.

Therapists - interact with the student within and outside the classroom to facilitate program development and learning; look for opportunities to work in therapy objectives into natural classroom activities by joining planning meetings and/or observing regular classroom activities.

School Resource teacher - supports the student's team in developing an appropriate educational program and monitoring it; provides activities for the teaching assistant to accomplish with the student; keeps the lines of communication open between all team members; meets regularly with teaching assistant, classroom teacher and other available district support staff to plan a multidisciplinary curriculum for the student; as case manager, lets all team members know about any changes regarding the student and informing all individuals of meetings.

**Who's Who**

for

---

Date \_\_\_\_\_

Parents	
Foster Parents	
Ministry for Children and Family-Community Living Social Worker	
Family Doctor / Pediatrician	
Specialists ( Surgeons, Clinics)	
Private Therapists	
Public Health Nurse	
School Physiotherapist	
School Occupational Therapist	
School Speech and Language Therapist	
Teacher of Students with Visual Impairments	
Teacher of Students who are Deaf or Hearing Impaired	
Case Manager	
Teacher Assistant(s)	
Classroom Teacher	
Others:	

## **School Team Whose Job Is It? Worksheet**

1. This is a great activity to use with your school team. While there are not necessarily correct or incorrect answers, this activity can help to clarify peoples' roles and responsibilities.
2. The school team including the classroom teacher(s), teacher assistant(s) and Case Manager/Resource Teacher and sometimes the school administrator should meet to talk about their various roles. Refer to the **School Team -Whose Job is It? Worksheet** for the team to use. Of course, this is a non-exhaustive list ... there is much more to a day, week, month, or year in the life of the teacher, assistant and case manager. None the less, the list does represent some of the more obvious jobs to be done and there is also space provided to add additional jobs if the team wishes to do so.
3. At the meeting, individuals are asked to complete the Worksheet - indicating whom they think has responsibility for each task. Sometimes it may seem that more than one person has responsibility for a task so both can be checked off.
4. Following the completion of the worksheet, the school team can discuss their responses. Topics may include **which tasks and responsibilities are in need of clarification**, or are there **situations where the job seems to belong to two people or three people and who specifically does what** ? If several people are involved, **who actually oversees this job?** Finally, **were there any surprises?**
5. Once people have had a chance for some conversation, you will need to **seek clarification around roles and make some decisions regarding who does what**. You will undoubtedly discover some roles or perceptions that require addressing.

### Whose Job is it? Worksheet

	Teacher's Job	Assistant's Job	Case Manager's Job
Helping the student get ready to leave school at the end of the day.			
Planning a group lesson			
Organizing an IEP meeting			
Cleaning up after an art lesson			
Asking parents about the student's behaviour at home			
Writing the IEP			
Correcting Papers			
Contacting Provincial Resource Programs (PISP, SET-BC)			
Planning room arrangements			
Writing in the home/school communication book			
Accompanying the student to special activities			
Ordering Special Equipment / Supplies			
Getting student ready for activities			

Consulting with others (e.g. therapists) regarding a student's problems			
Assessing student progress			
Writing progress reports for parents			
Managing the student's behaviour			
Organizing the student's transition to the next grade			
Deciding when the noise level in the class is too high			
Working individually with the Student			
Planning the student's transition to adult world			

adapted from Project Para

Department of Special Education and Communication Disorders  
 University of Nebraska - Lincoln  
 Lincoln, Nebraska