

Infant Teacher Of The Visually Impaired: Roles And Responsibilities

Infants: Below are additional roles and responsibilities that the VI teacher assumes for infants.

1. Acquire and expand information about impact of visual impairment on child's development, working with families, current research, resources, etc.
2. Acquire information and follow all IDEA Part H timelines and requirements.
3. Screen referrals for functional vision performance.
4. Administer Functional Vision Assessments for identified infants. (On-going; update for 6 month reviews & IFSP)
5. Administer Learning Media Assessments for identified infants. (On-going; update for 6 month reviews & IFSP)
6. Consult with Early Childhood Intervention staff and parents concerning assessments (INSITE, E-LAP, Hawaii, Oregon, etc.) and evaluations, modifications, strategies, impact of vision loss, vision screening, workshop and conference information. Provide them with information regarding the unique needs of the VI infant and assure that they fully understand those needs.
7. Develop IFSP with team. Attend annual IFSP meetings.
8. Provide services to visually impaired infants and parent training as outlined on the IFSP. Areas may include:
 - Learning Media--ensure the child has opportunities to have toys and activities to use all sensory modalities.
 - Bonding with family members
 - Motor--Gross, Fine, and O&M/Early Movement
 - Self-Help--Eating and Drinking, Dressing and Undressing, Toileting, Personal Hygiene, Sleeping Patterns
 - Cognition--Body Concepts, Object Exploration and Manipulation, Experience-Based Early Concept Development, Problem-Solving
 - Social-Emotional
 - Communication--Receptive and Expressive
 - Sensory--Vision (Low Vision Efficiency Training, Large Print/Pictures/Books, Optical Devices), Auditory/Listening Skills, Tactual (Pre-Braille/Tactile Symbols), Vestibular, Sensory Integration
 - Family Needs
 - Adaptive Devices

9. Travel to infant's home to deliver home instruction and parent training.
10. Act as consultant to day care providers, extended family members, Early Childhood Intervention staff, Related Service Staff, etc. when needed.
11. Order adaptive and tactual aids.
12. Monitor identified visually impaired students.
13. Act as a liaison and consultant with the following persons/staff:
 - doctors, ophthalmologists, neurologists
 - parents and other caregivers
 - district support personnel
 - orientation and mobility specialist
 - occupational therapist
 - physical therapist
 - speech therapist
 - Early Childhood Intervention staff
14. Provide information and materials to help ensure the VI infant's home is an appropriate learning environment (lighting needs, wide variety of objects/toys to explore and manipulate, Little Room, light box, etc.)
15. Ensure that parents have opportunities to meet and obtain information about visual impairment issues at parent meetings, workshops, conferences, etc. Parents can also be encouraged to attend state workshops and conferences.
16. Participate in transition planning.
17. Perform other duties as required for Special Education such as:
 - attend annual IFSPs (**strongly** suggested), staff meetings, etc.
 - maintain student folders
 - update/maintain eligibility folders
 - follow required duties for Special Education
 - follow IDEA Part H timelines and requirements
 - complete paperwork for re-evaluation
 - maintain materials inventory
18. Register VI infant with APH.