

# IDEA Related Services

Presented by  
Susan Loving and Jocelyn Taylor  
Utah State Office of Education

Related Services

1

## Definition Related Services

Related services means transportation and such developmental, corrective, and other supportive services as are required to assist a student with a disability to benefit from special education, and include speech-language pathology and audiology services; interpreting services; psychological services; physical and occupational therapy; recreation, including therapeutic recreation, early identification and assessment of disabilities in students; counseling services, including rehabilitation counseling; orientation and mobility services; and medical services for diagnostic or evaluation purposes. Related services also include school health services and school nurse services, social work services in schools, and parent counseling and training (Utah Special Education Rules, 2007).

Related Services

2

## Definition Related Services

such developmental, corrective, and other supportive services as are required to assist a student with a disability to benefit from special education, and include but are not limited to:

- **Audiology**
- **Counseling Services**
- **Early identification and assessment of disabilities**
- **Interpreting services**
- **Medical services**
- **Occupational therapy**
- **Orientation and mobility services**
- **Parent counseling and training**
- **Physical therapy**
- **Psychological services**
- **Recreation**
- **Rehabilitation counseling services**
- **School health services and school nurse services**
- **Social work services**
- **Speech-Language Pathology**
- **Transportation**

(Utah Special Education Rules, 2007).

Related Services

3

## Exceptions

- **Surgically implanted medical device**
- **Cochlear implants**
- **Optimization of the device's functioning**
- **Maintenance of the device**
- **Replacement of the device**

Related Services

4

## Can Do

- **Student with surgically implanted device can receive related services necessary for FAPE.**
- **Public agency can appropriately monitor and maintain medical devices that are needed to maintain the health and safety of the student while transported to and from school or at school.**
- **Routinely check the external component of the implanted device to ensure it is functioning properly.**
- **Provide other types of services the child needs including assistive technology, classroom acoustical modification, educational support services, etc.**

Related Services

5

## Beginning with Evaluation

- **IDEA requires that a child be assessed in all areas related to his or her suspected disability. This evaluation must be sufficiently comprehensive so as to identify all of the child's special education and related services needs, whether or not those needs are commonly linked to the disability category in which he or she has been classified. (Nichcy.org)**

Related Services

6

## Determining What Related Services a Student Needs

- It is the IEP team's responsibility to review all of the evaluation information, to identify any related services the child needs, and to include them in the IEP. Goals are written for a related service just as they are for other special education services. The IEP must also specify with respect to each service:
  - **when** the service will begin;
  - **how often** it will be provided and for what amount of time; and
  - **where** it will be provided. [§300.320(a)(7)] (Nichcy.org).

Related Services 7

## Eligibility for Special Education Services (3 Prongs)

***A team of qualified professionals and the parents of the child shall determine:***

1. If the child is "a child with a disability"
2. If the disability affects educational performance
3. If the child is in need of special education and related services

Related Services 8

## Eligibility for Related Services (2 Sub-Prongs)

1. The student must be eligible to receive special education services under IDEA.
2. The student must require related services to benefit from special education services e.g.;
  - Have sensorimotor or neuromuscular impairments and require OT or PT intervention to become more independent or better able to participate in school activities.
  - Have speech-language impairments that interfere with expressive and receptive communication in the school setting and require S-L interventions to be able to participate in school activities .

Related Services

9

## PLAAFP

- Present Levels of Academic Achievement and Functional Performance
- All of a student's unique needs arising from the disability must be addressed, not just his or her academic needs.
  - (*Russell v. Jefferson S.D.*, 609 F.Supp. 605 (N.D. CA, 1985); *Abrahamson v. Hershman*, 701 F.2d 223 (1st Cir, 1983)).

Related Services

10

## PLAAFP

- The PLAAFP describes specific problems or areas of need; these should be addressed as
  - a goal and
  - in special education and related services to be provided to the student.
- Needs may also be addressed through
  - supplementary aids and services or
  - program modifications or supports.

Related Services

11

## PLAAFP – Functional Performance

- Describe how the student demonstrates skills and behaviors in the school settings
- Describe specific learning accommodations, learning strategies, level of independence, and general need for assistance.
- Address the impact of the disability on the student's life, including post-secondary activities.

Related Services

12

## PLAAFP

- The PLAAFP should describe the effect of the student's disability on their performance in all areas of education, including:
  - Academic areas (reading, math, communication, transition, etc.)
  - Nonacademic areas (daily life activities, mobility, social behavior, transition, etc.).

Related Services

13

## PLAAFP

- The PLAAFP provides the beginning point against which progress must be assessed, so it must be measurably stated using objective terms.
- Sources of data might include: classroom observations, teacher anecdotal records, grades, discipline data, attendance reports, CRTs, student interviews, and age appropriate transition assessments.
- Test scores and data from the student's eligibility determination and evaluation might be included, where appropriate.

Related Services

14

## PLAAFP

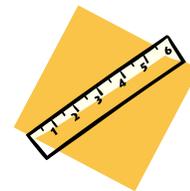
- PLAAFP statements must also address:
  - How the student's disability affects their involvement and progress in the general curriculum (i.e. the same curriculum as non-disabled students).
  - For preschoolers, how the disability affects the student's participation in appropriate activities.

Related Services

15

## Measurable Goals

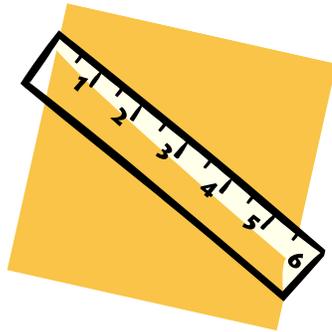
- A measurable annual goal describes the anticipated progress that will result from specially designed instruction the student will receive.
- The goals should be based upon the needs previously identified in the PLAAFP.



Related Services

16

## Measurable Goals



A measurable goal has four parts:

- 1. Task/Behavior
- 2. Criteria
- 3. Conditions
- 4. Evaluation

Related Services

17

## 1. Task/Behavior

- The goal needs to contain information that identifies the performance (task or behavior) that will be monitored.
  - Describe how skills will be demonstrated.
  - Relate behavior or task to general curriculum.
  - Be sure to measure same behavior/task that was previously measured during baseline data collection for PLAAFP.

Related Services

18



## 2. Criteria

- The level of expected performance, e.g., how much, how often, how well.
  - Indicate the anticipated growth to occur within 1 year.
  - Set criteria that are challenging but realistic.

Related Services

19



## 3. Conditions

- The goal needs to contain information that specifies how progress toward the goal will be measured.
  - May include information about setting.
  - May include information about materials (e.g., functional word lists).
  - May include information about measurement (e.g., 3 of 4 trials over 6 weeks).

Related Services

20

## 4. Evaluation

- Methods of how the student's progress towards this goal will be measured, such as:
  - Test scores
  - Grades
  - Work sample
  - Checklist
  - Curriculum based assessment
  - Behavior observations

Related Services

21

When choosing criteria and conditions, consider the

## Phases of Learning:

- Acquisition
  - Is the goal designed so that the student learns a new skill?
- Fluency
  - Is the goal designed to improve ease and speed with which a student performs an acquired skill?
- Maintenance
  - Is the goal designed to increase the student's ability to use the skill over time?
- Generalization
  - Is the goal designed to increase the student's ability to use the skill across settings, activities, materials, and persons?

Related Services

22

“IEP goals and objectives should be written in such a way so that, if data were collected by different people, everyone would come to the same conclusion about a student’s behavior or performance.”

Bateman, B. D. & Herr, C. M. (2003)

*Writing measurable IEP goals and objectives.*  
Verona, WI: Attainment.

Related Services

23

## Misuse of Percentages

- “Levi will have acceptable behavior 80% of the time.”
- Given a short paragraph, James will be able to identify the main idea with 95% accuracy.



Related Services

24

## Review of Measurable Goal Requirements

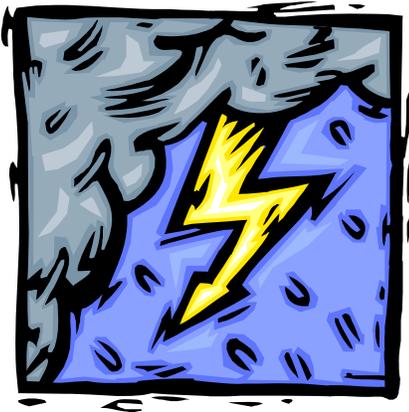
- Does it define an observable task or behavior?
- Does it state criteria for mastery?
- Does it describe conditions?
- Does it indicate evaluation procedures?



Related Services 25

## Activity: The Perfect Goal.

- Task/Behavior
- Criteria
- Conditions
- Evaluation



Related Services 26

## Embedded in Other Instructional Goals

- Once the IEP team has determined which related services are required to assist the student to benefit from his or her special education, these must be listed in the IEP.
- The IEP must contain measurable annual goals designed to help the student gain access to and make progress in the general curriculum.
- S-L, OT and PT goals may be embedded in other instructional goals.

Related Services

27

(continued)

- In addition to this key information, the IEP must also specify with respect to each special education and related service:
  - when the service will begin; and
  - the anticipated frequency (how often), location (where), and duration (how long) of the service.

Related Services

28

(continued)

- The IEP is a written commitment for the delivery of services to meet a student's educational needs. A school district must ensure that all of the related services specified in the IEP, including the amount, are provided to a student.

Related Services

29

## Example: Embedded SL, OT, PT Goals

When given a verbal prompt, e.g. "Get ready for school", TSW follow a sequence of 3 simple picture directions to independently complete a task (UAA Task L-016) 3 of 3 trials.

- greet/acknowledge teacher/aides/students with an appropriate gesture, such as a smile, remove and hang up coat in designated location, move independently to designated area, e.g. desk or center
- select preferred lunch option, carry tray to designated table, eat lunch
- walk to toilet, unfasten/lower pants, use the toilet, raise/fasten pants, wash/dry hands, return to designated area (reverse chaining)

Related Services

30

## Service Patterns

- Special education and related services can be provided in several settings, including in the classroom, in the home, at hospitals and institutions and in other settings.
- Speech, OT and PT may be provided as direct or indirect services.
- Nothing in IDEA prohibits the use of appropriately trained and supervised paraprofessionals to provide indirect services.

Related Services

31

## IEP Documentation of Service Patterns

- All special education and related services provided to the student must include:
  - Date service begins
  - Type of service
  - Location of service delivery
  - Frequency
  - Duration
- Type of service may be written as:
  - OT or PT or S-L services
  - Motor or language skills
  - Developmental motor or language skills
- Consultation on behalf of the student may be written as “Supplementary aids and services” or “Program modifications or supports”, with frequency and duration “As needed”

Related Services

32

## Indirect Services

- Services provided to school teams on behalf of a student to help school personnel work more effectively with a student.
- May involve teaching, consulting with, and/or directly supervision other personnel (including paraprofessionals and parents) so that they can carry out therapeutically-appropriate activities.

Related Services

33

## Good Practices for Indirect Services

- The intervention procedure is designed by the related service professional (with IEP team input) for an individual student.
- The related service professional has regular opportunities to interact with the student.
- The related service professional provides ongoing training, monitoring, supervision, procedural evaluation, and support to staff members and parents.

Related Services

34

## Accountability: Indirect Services

- Services are documented in the IEP
- Student is making progress on the annual IEP goal
- Student progress on related services goals is documented in therapy log for each student
- Regular meetings with teachers, paraprofessionals is documented
- Notes of contacts, trainings, etc. are documented in the IEP file

Related Services

35

## Direct Services

- Usually refers to hands-on, face-to-face interactions between the related services professional and the student.
- These may take place in a variety of settings.
- Typically, the related service professional analyzes student responses and uses specific techniques to develop or improve particular skills.
- Used when teaching new skills or concepts.

Related Services

36

## Good Practices for Direct Services

- The professional should monitor the student's performance within the educational setting so that adjustments can be made to improve student performance, as needed.
- The professional should consult with teachers and parents on an ongoing basis, so that the relevant strategies can be carried out through indirect means at other times.

Related Services

37

## Accountability: Direct Services

- Services are documented in the IEP
- IEP goals are educationally relevant and are measurable
- Student progress on related services goals is documented in therapy log for each student
- Progress notes are provided to parents

Related Services

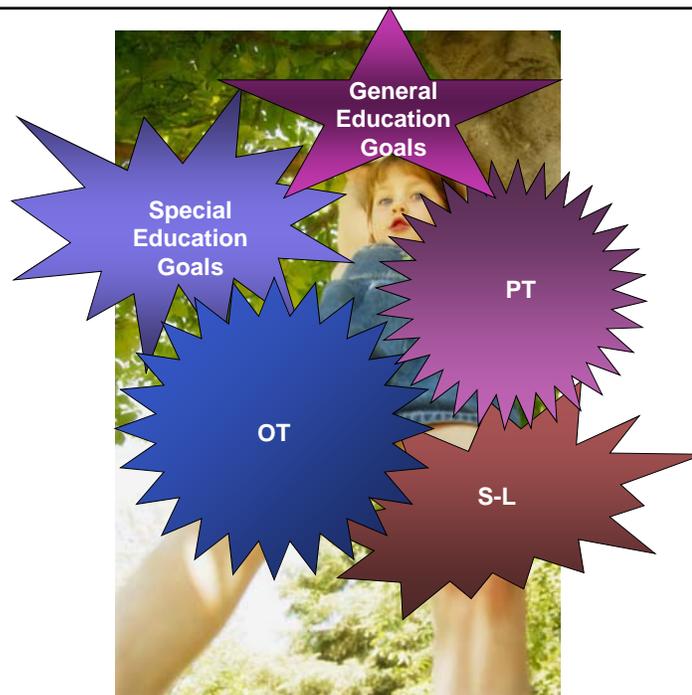
38

## Service Delivery

- One type of service delivery is not necessarily better than another as long as the safety of student is not compromised.
- The type of service depends on the individual student's needs and the student's educational goals.
- Decisions regarding service delivery must be made on an individual, case-by-case basis.
- Service delivery may be a combination of direct and indirect services.
- To repeat, nothing in IDEA prohibits the use of appropriately trained and supervised paraprofessionals to provide indirect services.

Related Services

39



Related Services

40



# OT Services

- 
- ## OT Services Disclaimer
- School OT intervention is limited to those services that are required for a student to benefit from his/her educational program
  - Some aspects of a student's disability may not interfere with education; these could be addressed by an OT in another setting
- Related Services 42

## OT Services in schools may include such services as:

- Self-help skills or adaptive living (e.g., eating, dressing);
- Functional mobility (e.g., moving safely through school);
- Positioning (e.g., sitting appropriately in class);
- Sensory-motor processing (e.g., using the senses and muscles);
- Fine motor (e.g., writing, cutting) and gross motor performance (e.g., walking, athletic skills);
- Life skills training/vocational skills; and
- Psychosocial adaptation (e.g., coping strategies to improve quality of life).

Related Services

43

## Direct Services (OT)

- Services provided directly to the student, whether individually or in a group;
  - Exploring and monitoring seating and positioning adaptations to increase independence and participation in school activities;
  - Exploring individualized adaptations or modifications of school activities and materials to increase independence and school participation;
  - Developing a program of activities to support a student's performance in the classroom;
  - Training school staff in techniques for handling, feeding or helping a student using special equipment; or
  - Ongoing reassessment of the student's OT needs.

Related Services

44

## Indirect Services (OT)

- May include:
  - Explaining how a student's impairments will affect school performance
  - Suggesting modifications to school activities and the school environment
  - Adapting materials for use in school
  - Referring a student for an AT consultation
  - Recommending consultation with adapted PE specialist
  - Helping to set realistic expectations for the student's performance
  - Monitoring the effectiveness of modifications and accommodations implemented by school personnel

Related Services

45

## PT Services

## PT Services Disclaimer

- School PT intervention is limited to those services that are required for a student to benefit from his/her educational program
- Some aspects of a student's disability may not interfere with education; these could be addressed by an PT in another setting

Related Services

47

## PT Services in schools may include such services as:

- Treatment to increase joint function, muscle strength, mobility, and endurance;
- Development of gross motor skills that rely on the large muscles of the body involved in physical movement and range of motion;
- Activities to help improve the student's posture, gait, and body awareness; and
- Monitoring the function, fit, and proper use of mobility aids and devices.

Related Services

48

## Direct Services (PT)

- Implementing therapeutic activities to support a student's educational program when PT expertise is required for safety or effectiveness
- Exploring seating and positioning adaptations to increase independence or participation in school activities
- Training school staff in skills required for physical management of the student, e.g. handling techniques or use of equipment
- Exploring modifications to school activities or environment, e.g. use specialized equipment to increase mobility
- Ongoing reassessment of the student's needs and the role of the PT in meeting those needs.

Related Services

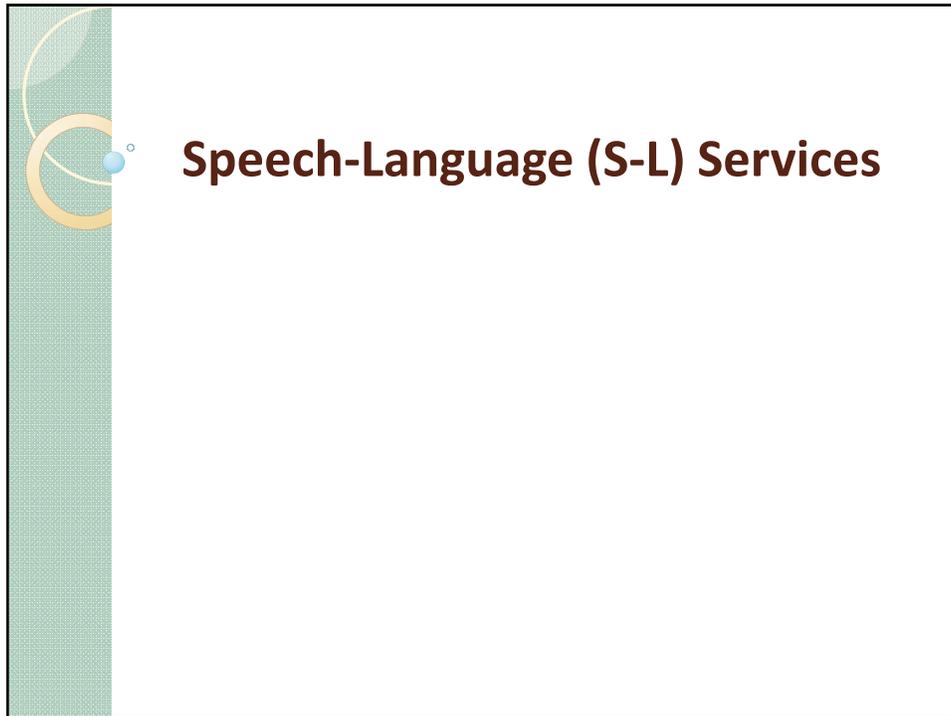
49

## Indirect Services (PT)

- Explaining how a student's medical, sensorimotor, or developmental problem will affect his school performance
- Suggesting modifications to school activities and the school environment
- Adapting positioning equipment for use in school
- Instructing in the use and care of adapted and assistive devices
- Developing, demonstrating, and monitoring the effectiveness of activities carried out by school personnel

Related Services

50



## Speech-Language (S-L) Services

### Speech-Language Pathology service in the schools can be:

<p>A Special Education Service under the classification of Speech-Language Impairment</p>	<p>A Related Service under one of the other IDEA classifications</p>
<ul style="list-style-type: none"> <li>• Services that help the student access general education.</li> <li>• Often includes but is not limited to services that address: stuttering, impaired articulation, language impairment, voice impairment, etc.</li> </ul>	<ul style="list-style-type: none"> <li>• Services that help the student access special education.</li> <li>• Often includes but is not limited to services that address: language development, oral expression, comprehension, communication, etc.</li> </ul>

Related Services 52



## S-L Services Disclaimer

- School S-L intervention is limited to those services that are required for a student to benefit from his/her educational program
- Some aspects of a student's disability may not interfere with education; these could be addressed by an S-L in another setting

## S-L services in the schools may include such services as:

- Identification of children with speech or language impairments;
- Diagnosis and appraisal of specific speech or language impairments;
- Referral for medical or other professional attention necessary for the habilitation of speech or language impairments;
- Provision of speech and language services for the habilitation or prevention of communicative impairments; and
- Counseling and guidance of parents, children, and teachers regarding speech and language impairments.

Related Services

55

## Purpose of language intervention

- The goal for language intervention is for the child to express and comprehend language as normally as possible in academic and social situations. Four purposes of language intervention may include:
- Changing or eliminating the underlying problem. This rarely happens as children generally do not “outgrow” the language impairment.
- Changing the disorder by teaching the child specific language behaviors. For example, if a child skips plural forms of grammar, teach him to use it appropriately. If a child has limited vocabulary, teach him new words.
- Teaching the child compensatory strategies instead of specific language behaviors. For example, if the child has a word retrieval problem, teach retrieval and compensatory strategies.
- Changing the child’s environment, not the child. For example, if language impairment is associated with autism, place the student in a small, well-ordered classroom rather than a noisy one and restructure the amount of verbal instruction.

Related Services

56

## Direct Services (S-L)

- Providing therapy directly to the student
- Developing strategies such as question-asking (who, what, when, why, how)
- Teaching metacognition to self monitor listening and vocabulary comprehension.
- Conducting staff training for implementation of S-L programs.

Related Services

57

## Indirect Services (S-L)

- Explaining the impact of language difficulty
- Modeling parallel talk, expansion, or sabotage
- Providing in-service on intervention techniques such as modifying linguistic input
- Requesting teachers to be aware of children who do not volunteer and participate
- Adapting physical settings to promote interactions.

Related Services

58

General Education Goals

Special Education Goals

PT

OT

S-L

*Coordination Makes Sense*

Related Services 59

# QUIZ

Related Services 60

## Resource: Related Services

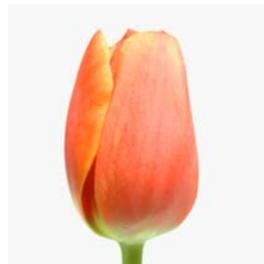
- <http://nichcy.org/schoolage/iep/iepcontents/relatedservices#transpo>

Related Services

61

# *Thank You!*

Have a Great Day!



Related Services

62