

Related Services

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General

- **Related services** are those services that accompany special education that allow a child with a disability to benefit from special education. 34 CFR 300.34 (a).

Definition

- The term "**related services**" means transportation and such developmental, corrective, and other supportive services as are required to assist a child with a disability to benefit from special education.
34 CFR 300.34 (a).

Definition

- **Related services** 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 children; counseling services, including rehabilitation counseling; orientation and mobility services; 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. 34 CFR 300.34 (a).

Related Services

- Audiology
- Braille
- Counseling Services
- Early Identification & Assessment of Disabilities
- Medical Services
(To determine eligibility)
- School Health Services
(for health-related needs)
- Occupational Therapy
- Orientation & Mobility Services
- Parent Counseling & Training

Continued...

- Physical Therapy
- Psychological Services
- Recreation
- Rehabilitation Counseling Services
- Social Work Services in School
- Speech/Language Pathology Services
- Transportation
- Interpreter Services
- Transition Specialist
- Vocational Trainer/Counselor

& others as needed.

“This is not an exhaustive list.”

— US Dept. of Education
IDEA and IDEA regulations

Remember

- The list of **related services** spelled out in 34 CFR 300.34 is illustrative and is not exhaustive. **Related services** may include other developmental, corrective, or supportive services if they are required to assist a child with a disability to benefit from special education.



Leisure & Recreation

- Leisure and recreation services are related services under the IDEA and include assessment of leisure function, therapeutic recreation services, recreation programs in schools and community agencies, and leisure education.

Mapping of Cochlear Implants

- The IDEA draws a sharp distinction between maintenance services (e.g., checking and replacing hearing aid batteries), which are covered in the act, and optimization of devices (e.g., mapping of cochlear implants), which are not. 34 CFR 300.34 (b)(1).
- The IDEA specifically excludes "a medical device that is surgically implanted, or the replacement of such device" from the definition of a related service. 34 CFR 300.34 (b)(1).

Medication

- Generally, if a student must take medication during the school day to effectively participate in his educational program, then administration of medication may be a related service under the IDEA.

Alabama Case

33 IDELR 236

- An impartial hearing officer found that the district failed to properly administer medication to a student with ADD and ordered it to devise a strategy to ensure that the student received his medication at the proper intervals and dosages. The IHO also required the district to conduct an independent educational evaluation of the student in the areas of math and reading. However, the student was not entitled to compensatory education. The district's provision of the student's medication was sporadic and not given at proper intervals. Also, the school was to maintain a record on file from the student's doctor indicating which medications the student was to receive. The student's IEP lacked a plan to keep the parent informed of the student's performance in written expression. Thus, the IHO suggested that the district implement a weekly writing assignment for the student.

Parent Counseling & Training

- As with other related services, districts are responsible for providing parent counseling and training when the child's IEP Team determines that it is necessary for the child to receive FAPE.
- The purpose of the counseling and training is to provide support and information to the parents in order to better equip them to participate in their child's educational program.

54 IDELR 264

- OCR found that an Alabama district denied FAPE to a third-grader with a hearing impairment by failing to provide interpreter services in accordance with the student's IEP. To resolve the Section 504 violation, the district agreed to take the steps outlined in a resolution agreement.

54 IDELR 264

- Districts must not permit the overlapping needs of other children to interfere with an individual student's receipt of related services. To avoid that situation, districts must hire enough providers and arrange their schedules to ensure that each child receives the amount of services required by his IEP or 504 plan. In this case, a student's IEP required an interpreter during his academic classes. The district violated Section 504 by permitting the interpreter to occasionally leave the student to attend to the needs of other children with hearing impairments.

Rules & Regulations

- Therapists are required to follow the federal and state rules and regulations for special education.
 - Therapists are also required to abide by the rules and regulations of their respective practice acts.
 - If therapy services are contracted, the LEA decides who supervises the therapists.
 - State licensure boards have rules requiring who can supervise and the amount of supervision required for COTAs and PTAs.
- *LEAs are ultimately responsible for compliant Eligibilities and IEPs written by contract SLPs**
- *When therapist are only a related service provider, they are not responsible for writing the IEP**

Therapy as a Related Service vs. Therapy as a Medical Rehabilitation Service

OT, PT, ST, and other therapies as related educational services:

- What therapy is provided, how it is provided, and who is to provide the therapy are directly tied to the student's overall educational program
- IEP Team members and school staff responsible for IEP implementation support foster the attainment of these educational goals.
- Related services become a means or method to attain educational goals rather than the focus of separate goals. School-based therapy is then integrated into the student's educational program as a means to enhance functioning and attain educational goals, in order for the student to benefit from special education.

Continued...

Clinic-/hospital-based therapy:

- Based on a medical model of intervention aimed primarily at improving functioning in skills that may or may not relate to the school setting.
- Historically, medical rehab. services have not been directed toward educational goals or the natural environment in which the individual must function.
- Using this “isolated therapy” model for students with more severe/multiple disabilities often does not emphasize the carryover and/or generalization needed by the student for daily functioning or attainment of educational goals.

***LEAs are required to provide those services that the IEP Team determines are necessary to benefit from special education.**

Requests for a particular treatment technique or methodology (sensory integration, etc.)

- Treatment methodologies are just particular frames of reference or treatment perspectives which might be used by an OT or PT in the intervention process.
- In LEAs, the focus of OT/PT is on the child's ability to function in the educational environment.
- As long as the child's educational needs are being appropriately met, the school-based OT/PT is operating within their scope of practice and training.
- Therapists use their professional judgment, evaluation data, and expected outcomes to select the particular frame of reference, which will guide the intervention.

Reminders

- PT and OT evaluations may be requested by the IEP Team and completed without a prescription.
- Goals should not be written for OT and PT services. The OT and PT services are related services that are needed to assist the student to benefit from special education services. Address OT and PT services under **Related Services** in the IEP.

Reminders

- In Alabama, OT and PT are not considered special education (specially designed instruction). Therefore, an OT or a PT may not serve in the capacity of the required special education teacher or special education provider in an IEP Team meeting.

One more time...

- If a child is eligible under any exceptionality other than SLI, he may receive any related service(s) (including speech or language)
- The student does **NOT have to be “eligible” for SLI** to receive speech or language services as a related service.
- There is NO requirement for language standard scores to be below 70 for a child to receive language as a related service.



Related Services

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Related Services

- **Related Services should include services necessary for the student to benefit from Special Education**

Related Services

- When addressed, related services must be written in detail.**

Related Services

- Examples of Related Services include audiology services, counseling services, including rehabilitation counseling services, early identification and assessment of disabilities in children, interpreting services, medical services (for diagnostic or evaluation purposes only), occupational therapy, parent counseling and training, physical therapy, psychological services, recreation, including therapeutic recreation, speech-language pathology (as an additional service), social work services in schools, school nurse services, school health services, and orientation and mobility services

Related Services

- **Related services do not include a medical device that is surgically implanted, the optimization of that device's functioning (e.g., mapping), maintenance of that device, or the replacement of that device.**

Does a student **REQUIRE** a Related Service?

- **IEP Meeting -**
 - **Other: Discuss the need for additional data.**
 - **Reevaluation for IEP Changes Process**
- **Evaluation by the specialist (OT, PT, etc.)**
- **IEP Meeting to review results document team's decision**
 - **Decision regarding provision of related service is a Team decision and not dictated by a “score” on evaluation (ex. language service)**

Does a student **REQUIRE** a Related Service?

- ◉ **Evidence the related service is necessary**
 - ◉ **Assessed**
 - ◉ **Identified as a Need on the Profile page**
 - ◉ **Goal Linked**
 - ◉ **Identified on the Service Page**

Service Page

Related Services

Related Services () Needed () Not Needed

Service(s)	Anticipated Frequency of Service(s)	Amount of Time	Beginning/Ending Duration Dates	Location of Service(s)

- **Related Services should include services necessary for the student to benefit from Special Education. Related services must be written in detail (e.g., the physical therapist will work with John Henry on mobility related to going up and down stairs and up and down uneven levels as he travels across campus). Examples of Related Services include audiology services, counseling services, including rehabilitation counseling services, early identification and assessment of disabilities in children, interpreting services, medical services (for diagnostic or evaluation purposes only), occupational therapy, parent counseling and training, physical therapy, psychological services, recreation, including therapeutic recreation, speech-language pathology (as an additional service), social work services in schools, school nurse services, school health services, and orientation and mobility services. Related services do not include a medical device that is surgically implanted, the optimization of that device's functioning (e.g., mapping), maintenance of that device, or the replacement of that device.**



Service Page Related Service

- Describe the specially designed instruction that addresses the unique need(s) of the student.**

Service Page

Related Service

- **The SPECIAL EDUCATION AND RELATED SERVICE(S) in the IEP must be based on peer-reviewed research, which means there is reliable evidence that the program or services are effective.**

Service Page

Related Service

- You must include the following:**
- Provider : OT**
- Content: Handwriting**
- Methodology: Research Based Strategies (fine motor tasks)**
- Delivery: Small Group Setting**
- The Occupational Therapist will provide specialized instruction through research based strategies (Example: fine motor tasks) targeting handwriting skills in a small group setting.**



When putting the minutes on related services, do you put a cumulative amount for those areas where the services are not provided daily?

- **The Amount of Time must be documented for all related service areas. There are various ways to document the Amount of Time. All IEP Team members should understand what services will be provided and ensure that the services are documented and implemented as per the IEP Team's understanding.**



Service Page Related Service

- If providing support for personnel and a direct service, indicate separately**
- If providing service in different locations, indicate separately**

Service Page

Related Service

- Related Service section of Services Page if direct service**
- Support for Personnel section if consult/indirect service**
- Careful with services from providers such as SLP/TVI/etc. – Location of services based on eligibility area**

Which related services provider should be invited to the IEP Team meeting?

- Any service provider(s) who is responsible for implementing services identified in the IEP may be invited to the IEP Team meeting. If the service provider(s) does not attend the meeting, the IEP Team should seek input from the service provider(s). The public agency must ensure that the service provider(s) is informed of his or her specific responsibilities related to implementing the student's IEP.**



If service providers such as Occupational Therapists and Physical Therapists cannot attend the IEP Team meeting, do they have to get consent in writing to be excused from IEP Team meetings?

- No. Only the required public agency IEP Team members must have written consent to be excused from the IEP Team meeting.**