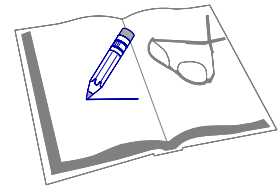





FOCUS ON Related Services



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This newsletter uses a question and answer format to provide information about related services. Most of the information is drawn from a tutorial that was distributed in 2006. New information is identified with the  symbol. Please note that Question 5 corrects information presented in the December 2008 training on Evaluation Plans and Reports.

Question 1: What is the difference between special education and related services?

Answer 1: Special education is specially designed instruction designed to meet the needs of a child with a disability. Specially designed instruction means adapting the content, methodology, or instruction to address the unique needs of the child that result from the disability. The focus of the specially designed instruction is to teach the skills that impact progress in the general education curriculum due to the disability.

Related services are developmental, corrective, and other supportive services as are required to assist a child with a disability to benefit from special education. Services which are considered to be exclusively related services include:


- Interpreting services for DHH 
- Special Transportation
- Audiology
- Psychological services
- Physical and occupational therapy
- School health services, such as nursing
- Orientation and mobility services
- Assistive technology devices/services

Services which can be either special education or related services include:

- Speech-language pathology
- Counseling services, including skills training provided by mental health facilitators,
- Social work services in school
- Transition services (14 – 21).

Question 2: How should IEP/IIIP/ISP teams determine when a child needs a related service?

Answer 2: Related services should be provided when it is determined that the child is unable to benefit from special education services if the related service is not provided. There are three situations when these additional services should be provided.

1. The child has not been able to make progress on their goals through the primary instructional services.  **Related services can not be added unless the data included in the progress report demonstrates that the child is not making adequate progress on their goals.** In this context, related services such as physical therapy and counseling by mental health facilitators, are educational interventions that are linked to instructional goals. They should be provided when the team determines that the related service is necessary to make progress toward the student's educational goal(s).¹
2. The nature of the disability necessitates the provision of the related service. For example, it is necessary to provide orientation and mobility when the student has a severe visual impairment. Likewise, it would be appropriate to provide physical therapy services to consult with and provide training to educational staff regarding mobility when a physical disability results in significant mobility needs.
3. The student needs the related service to access other special education services. For example, the related service of special transportation would be provided when a physical disability or behavioral issues interfere with accessing other special education services. Nursing services and interpreting services also ensure that the student can access services.

¹ For example, the first progress report of the year indicates that the student has been making minimal progress in written language goals, specifically handwriting. The evaluation report identified concerns with fine motor skills. A review of baseline data and current data indicate that the student has not significantly increased the number of letters he is able to write (e.g., the baseline was six letters and he is currently writing seven letters). Since the occupational therapy services would assist the student in overcoming motor difficulties that interfere with letter formation it is expected that this related service would help the student achieve the goal of increasing the number of letters he can write. The team documents on the IEP that the occupational therapist will consult with and provide training to educational staff once a month concerning the student's fine motor needs. When completing the next progress report, the IEP manager and the occupational therapist evaluate the impact of occupational therapy in facilitating progress on the goal of handwriting and the need to continue the service. The related service would be discontinued if the child is making adequate progress on the goal or the primary instructional staff are able to address motor needs related to the goal.



Question 3: Should related services such as interpreting services for students with DHH, nursing, audiology and special transportation always be included in the Special Education and Related Services section of the IEP/IIIP/ISP?

Answer 3: Yes - these related services should be included in the service grid, even if they were previously described as consultative services in the adaptation section of the IEP/IIIP/ISP. This information is reported to MDE and is used for tuition and third party billing. Please continue to provide additional information about these related services in the supplemental aids section of the adaptations (e.g., why the student needs special transportation).

Make your best estimate of how much service time will be provided, being sure to include indirect service time. Indirect services include ongoing progress reviews; cooperative planning; consultation; demonstration teaching; modification and adaptation of the environment, curriculum, materials, or equipment; and direct contact with the pupil to monitor and observe. Indirect services may be provided by a teacher or related services professional to another regular education teacher, special education teacher, related services professional, paraprofessional, support staff, parents, and public and nonpublic agencies to the extent that the services are written in the pupil's IEP/IIIP/ISP.

For example, at a minimum a nurse would need to spend some time reviewing the health plan or background information on a student at the beginning of the year or prior to working with them. This would be considered indirect time. Time spent training staff would also be included as indirect time. To estimate direct service time, it may be helpful to consult with prior service providers and to review previous IEPs or service logs

When an interpreter is the only one providing the service, their service time would be recorded as direct service. Their service would be recorded as indirect service time when another service provider is providing a service. For example, if the LD teacher is vending reading service and the interpreter is interpreting the information to the student, the LD service is direct and the interpreter service is indirect.



Question 4: Don't we have to have a separate goal and objectives for every service listed in the Special Education and Related Services section?

Answer 4: No. It is not necessary to have a separate goal for the related service. Related services are being provided because the student has not been able to make adequate progress on their goals through primary instructional services alone, the nature of the disability necessitates the provision of the related service, or the student needs the related service to access other special education. Mental health services may have goals because of third party billing requirements.



Question 5: If evaluation results indicate that the student needs or are

likely to need a related service, where do we describe it in the evaluation report?

Answer 5: Document this information in the Educational Needs section of the evaluation report. If the disability necessitates the provision of the related service, describe the impact of the student's disability on their capacity to access special education services. If the team strongly believes that the child is not likely to make progress in an area and that it would be detrimental to implement instructional services without the related service, describe the area where progress is not likely to be made and why the team believes progress is not likely. Please contact your supervisor if you have questions about how to document this information. The continued need for related services should always be addressed as part of reevaluations and annual IEP/IIP/ISP meetings.

Question 6: Are speech services for children with the disability of DD in the ECSE programs always considered related services?

Answer 6: Articulation, fluency, voice, and language services are specially designed instruction (special education services) if the child meets the eligibility criteria in these areas. Children in the ECSE program with language delays CAN receive language as a related service if they are not able to make progress on their language goals. An example would be a child who has an education need in language but language was not an area where criteria was met. The ECSE teacher would address the educational needs in the area of language. If the team later determined that the child was not making adequate progress on language goals, the team could add language as a related service and assign the speech language pathologist as the provider.



Question 7: Do students with Autism Spectrum Disorder automatically qualify for language services from an educational speech language pathologist (SLP) because communication is part of the eligibility criteria? How should this be documented?

Answer 7: No. If the team has determined that the student has educational needs in the pragmatic language area, the service may be provided by a variety of individuals in the building through a direct or indirect model based on the individual needs of the students. For example, the SLP might provide direct services to the team on strategies for social coaching by teachers, paraprofessionals, and the student's peers. Educational needs in the pragmatic language area should be determined by gathering information from selected instruments listed below.

1. Formal Standardized Assessments:

IQ scores (verbal/performance)

CELF-4

TLC-E

TOPS-3, Elementary

TOPS–2, Adolescent
The Social Language Development Test – Elementary (new)
Communication and Symbolic Behavior Scales (CSBS)

2. Informal Measures:

Language Samples

Observations in natural environments to evaluate interpretation of non-verbal communication, conversation interaction skills, conversation breakdown behaviors and repair strategies, interpretation of figurative language, etc.

Concurrent data reliability—comparison to peers in same setting

Number of trials/communication opportunities and percentages

More than one observer

Parent reports

Informal tasks: (from Michelle Garcia Winner and Jill Kuzma)

False Belief Tasks

“Listening with the Eyes”

Social Sequence Narrative

Double Interview

Social Scenario Pictures

Emotional Understanding

Specific documentation of needs from other special education professionals (DCD, LD, Autism Specialist etc.)

3. Criterion referenced instruments administered by the SLP and other team members:

CELF-4 Pragmatic Profile

ADOS

BRIEF

Vineland–Functional Communication Skills

This information should be documented in the evaluation report and/or the Present Levels of Academic Achievement and Functional Performance (PLAAFP)/ Description of Child sections for the IEP/IIIP/ISP. If the Speech Language Pathologist provides services for students with pragmatic language needs, the term “Language (pragmatics)” should be listed on the IEP/IIIP/ISP. “Language (pragmatics)” has been added as a service in Student Plans.



Question 8: If a child is not making progress, how do we add related services?

Answer 8: If a student is not making progress, take the following steps:

- a. Identify the goal in which the data indicate that progress is not being made on the goal.
- b. Describe what services have been provided to date (nature and duration).
- c. Document current performance data that has not improved over baseline data.

- d. Transfer information into PLAAFP.
- e. Conduct IEP/IIIP/ISP Meeting, making sure that the related services staff are invited and are attending. Discuss related services.
- f. Do a new IEP/IIIP/ISP.
- g. Document the specific intervention, service, training and/or consultation that will be provided by the related service provider on the IEP/IIIP/ISP.
- h. Review the impact of and continued need for the related service as part of each ensuing annual IEP/IIIP/ISP. Document team discussion and continuing need on the IEP/IIIP/ISP



Question 9: How do you document discontinuation of a related service?


Answer 9: If a progress report indicates that a student has met or made adequate progress on their goal, schedule an IEP/IIIP/ISP meeting to discuss discontinuation of the related service. If the team decided to discontinue the service, summarize the progress information in the PLAAFP or Description of Child and remove the related service from the IEP/IIIP/ISP.

Question 10: I thought if a child qualified for EBD and had academic needs in the area of reading (below the 10th percentile) but did not qualify for SLD, that the academic services provided by the LD teacher would be LD related services. If the academic services are not related services, what are they?

Answer 10: Specially designed instruction is special education, not related services. So in this case, the service is a special education service that is being provided based on educational needs identified in the Evaluation Report. The services can be provided by the person whose skills sets best meet the child's needs.

If it was determined that the student needed small group instruction because academic needs were primarily the result of behavior interfering with educational performance, the IEP/IIIP/ISP would indicate that the service is "Behavior". This is also a special education service.

The following table attempts to illustrate when services are considered to be related services based on various disabilities and needs. It also indicates what type of service would be listed on the IEP/IIIP/ISP. The first two examples are drawn from the answer to this question.

Disability Information	Needs	Service	Related Service?
EBD Not SLD	Improve interpersonal skills and peer interactions	Behavior - Social Skills	NO - addressing educational need through specialized instruction
	Academic - reading below 10 th %ile	Academic - Reading	NO -addressing educational need through specialized instruction
EBD Not SLD	Increase on task behavior and task completion	Behavior - Self Management	NO - addressing educational need through specialized instruction
	Behavior interferes with learning - needs small group	Behavior - Learning skills	NO - addressing educational need through specialized instruction
SLD Not SP/L	Written Language	Academic - Written	NO - addressing educational need through specialized instruction
	Language - increase use of grammatical sentences	Language	YES - if team determined that the student needs the service because he/she has not made progress on goals with academic services only.
ASD Not SP/L	Increase ability to remain flexible throughout day	Behavior - Self Management	NO - addressing educational need through specialized instruction
	Improve pragmatic language	Language (pragmatics)	 YES – team determined and documented in ER or IEP/IIP/ISP that the student had an educational need in the area of pragmatic language.
DCD	Needs close supervision to get to and from school because of safety concerns.	Transportation ²	YES - child needs service to access other special education services.
EBD	Increase self management of behavior	Behavior - Self Management	NO - addressing educational need through specialized instruction
	Increase problem solving skills for managing behavior	Mental Health - Skills Training (aka Counseling)	YES - if team determined that the student needs the service because he/she has not made progress with behavior services only
DCD	Increase written language skills in the areas of writing letters	Academic - Written Language	NO - addressing educational need through specialized instruction
	Decreased visual motor control that limits his ability to do written work	Motor - Fine	YES - if team determined that the student needs the service because he/she has not made progress with academic services only
OHD DAPE	Improve balance and coordination	DAPE	NO - addressing educational need through specialized instruction

² List these services in Special Education and Related Services table. Provide more detailed information in the Supplemental Aids section of the Adaptations.

Disability Information	Needs	Service	Related Service?
	Improve balance and coordination	PT	YES - if team determined that the student needs the service because he/she has not made progress with DAPE services only
	Learn to self monitor blood sugar	Nursing ²	YES - the nature of the child medical condition necessitates the provision of the related service