

RELATED SERVICES

The term "related services" means transportation and such developmental, corrective, and other supportive services (including speech- language pathology and audiology services, interpreting services, psychological services, physical and occupational therapy, recreation, including therapeutic recreation, social work services, school nurse services designed to enable an individual with exceptional needs to receive a free appropriate public education as described in the individualized education program of the child, counseling services, including rehabilitation counseling, orientation and mobility services, and medical services, except that such medical services shall be for diagnostic and evaluation purposes only) as may be required to assist an individual with exceptional needs to benefit from special education, and includes the early identification and assessment of disabling conditions in children. (EC 30 EC 56363)

Related services are by definition services required for students to make progress on their IEP goals, and thus are not provided as stand-alone IEP services. Exceptions are:

1. Speech and language therapy (SLP) may be a stand-alone instructional service for students with Speech and Language Impairment (SLI), and
2. Occupational and/or physical therapy (OT/PT) may be a stand-alone instructional service for students with Orthopedic Impairments (OI).

Related services needed to meet the unique needs of the individual student are determined by the IEP team. Related services, as specified in the IEP, shall be available when data establishes that they are necessary in order for the student to benefit educationally from his or her special education program. These services may include, but are not limited to, the following:

Speech and Language Services

Speech and language services include

1. Specialized instruction and services for students with disorders of language, speech and/or hearing, including monitoring of student progress on a regular basis, providing information for the review, and participating in the review and revision of IEPs of students.
2. Consultative services to students, parents, teachers, or other school personnel in the management of a student's language, speech development, or hearing needs.
3. Coordination of speech and language services with a student's regular and special education program.

The person providing instruction and services shall hold an appropriate credential with specialization in language, speech and hearing.

Services may be provided by a speech/language pathology assistant (SLPA) working under the direct supervision of a credentialed speech/language pathologist.

Audiological Services

Audiological instruction and services, aural rehabilitation, including auditory training and speech reading, may include the following:

1. Aural rehabilitation (auditory training, speech reading, language habilitation and speech conservation) and habilitation with individual students or groups and support for the hearing-impaired students in the regular classroom.
2. Monitoring hearing levels, auditory behavior, and amplification for all students requiring personal or group amplification in the instructional setting.
3. Planning, designing, organizing and implementing an audiology program for individuals with auditory dysfunction, as specified in the IEP.
4. Consultative services regarding test findings, amplification needs and equipment, ontological referrals, home training programs, acoustic treatment of rooms, and educational management of the hearing-impaired individuals.

The person providing audiological services shall hold a valid credential with a specialization in clinical or rehabilitative services in audiology.

Orientation and Mobility Instruction

Related services in orientation and mobility may include the following:

1. Specialized instruction for individuals in orientation and mobility techniques.
2. Consultative services to other educators and parents regarding instructional planning and implementation of the IEP.
3. Counseling services to parents of individuals with disabilities relative to the development of orientation and mobility skills and independent living skills of their children.

The person providing mobility instruction and services shall hold a credential as an orientation and mobility specialist.

Instruction in the Home and Hospital

Related services in the home or hospital may include the following:

1. Instruction and services for individuals with disabilities whose physical condition requires their confinement for prolonged periods of time and who require long-term instruction at home or in a hospital. The IEP team must recommend this service.
2. Instruction and service for individuals with disabilities, whose disability restricts their capability to attend school, and whose instructional goals include both academic and rehabilitative services. This service must be recommended by the IEP team and is regarded as an interim placement.
3. One (1) hour of home/hospital instruction is the equivalent of a full day of ADA, and a typical home/hospital instruction is 1 hour per day. However, the amount of instruction

time must be based upon a student's needs, and may be fewer or greater than 60 minutes per day.

Instruction in the home or hospital shall be provided by a regular class teacher, the special class teacher or the resource specialist, if the teacher or specialist is competent to provide such instruction.

Adapted Physical Education (APE)

Adapted physical education is designed for students with disabilities who require developmental or corrective instruction and whose disabilities preclude the individual's participation in the activities of the general physical education program, modified regular physical education program, or in a specially designed physical education program in a special class.

Consultative services may be provided to students, parents, teachers, or other school personnel for the purpose of identifying supplementary aids and services or modifications necessary for successful participation in the regular physical education program or specially designed physical education programs.

Teachers instructing adapted physical education shall have a credential authorizing the teaching of adapted physical education as established by the Commission on Teacher Credentialing.

Occupational Therapy (OT) and Physical Therapy (PT)

Occupational therapy and physical therapy may be provided to address student motor and sensory skills based upon the recommendation of the IEP Team. The following guidelines shall apply:

1. Physical therapy services may not exceed the services specified in the Business and Professions Code at Section 2620.
2. Occupational and physical therapists may provide direct instruction to students, and/or
3. OTs and PTs may provide consultation to staff and parents
4. The district shall assure that the therapist has available safe and appropriate equipment and an appropriate space in which to provide therapy

A physical therapist shall be currently licensed by the Board of Medical Quality Assurance of the State of California and meet the educational standards of the Physical Therapy Examining Committee.

An occupational therapist shall be currently registered with the American Occupational Therapy Association.

Vision Services

Related services for the students with visual disabilities may include the following:

1. Adaptations in curriculum, media, and the environment, as well as instruction in special skills.
2. Consultative services to students, parents, teachers, and other school personnel.
3. Instruction in Braille, as appropriate

The person providing services shall hold an appropriate credential with specialization in the area of the visually impaired.

Psychological Services

Related psychological services other than assessment and development of the IEP may include:

1. Counseling provided to an individual with disabilities by a credentialed or licensed psychologist or other qualified personnel.
2. Consultative services to parents, students, teachers and other school personnel.
3. Planning, managing and implementing a program of psychological counseling for eligible children and parents as specified in the IEP.

School psychologists must hold a pupil personnel services (PPS) credential in psychology.

Parent Counseling and Training

Parent counseling and training may include:

1. Assisting parents in understanding the special needs of their child, and
2. Providing parents with information about child development.

Health and Nursing Services

Related health and nursing services are designed to assist those individuals with disabilities who have health problems. Qualified personnel will provide services. Services may include the following:

1. Managing the student's health problems on the school site;
2. Working with the IEP team to develop a health plan, if needed
3. Consulting with staff members regarding management of the student's health problems;
4. Providing group and individual counseling with the students and parents regarding health problems; and
5. Making appropriate referrals and maintaining communication with health agencies providing care to students.

Specially Designed Vocational Education and Career Development

Personnel providing vocational education services shall be qualified.

Specially designed vocational education and career development for students with disabilities regardless of severity of disability may include:

1. Providing prevocational programs and assessing work-related skills, interest aptitudes, and attitudes;
2. Coordinating and modifying the regular vocational education program;
3. Assisting students in developing attitudes, self-confidence, and vocational competencies to locate, secure, and retain employment in the community or sheltered environment, and to enable such individuals to become participating members of the community;
4. Establishing work training programs within the school and community;
5. Assisting in job placement;
6. Instructing job trainers and employers as to the unique needs of the students;
7. Maintaining regularly scheduled contact with all workstations and job-site trainers; and
8. Coordinating services with the Department of Rehabilitation, the Department of Employment Development and other agencies as designated in the IEP.

Recreation Services

Recreation services include but are not limited to the following:

1. Therapeutic recreation services which are those specialized instructional programs designed to assist students in becoming as independent as possible in leisure activities, and when possible and appropriate, facilitate the student's integration into regular recreation programs;
2. Recreation programs in schools and the community which are those programs that emphasize the use of leisure activity in the teaching of academic, social, and daily living skills; and, the provision of nonacademic and extracurricular leisure activities and the utilization of community recreation programs and facilities; and
3. Leisure education programs which are those specific programs designed to prepare the student for optimum independent participation in appropriate leisure activities, including teaching social skills necessary to engage in leisure activities, and developing awareness of personal and community leisure resources.

Services for Students with Chronic Illnesses or Acute Health Problems

Specialized physical health care services for students with chronic illnesses or acute health problems include but are not limited to:

1. Individual consultation;
2. Home or hospital instruction; and
3. Other instructional methods using advanced communication technology.

Services for Deaf and Hard of Hearing Students

Related services for deaf and hard of hearing students may include but need not be limited to:

1. Speech, speech reading and auditory training;
2. Instruction in oral, sign, and written language development;
3. Rehabilitative and educational services for hearing impaired individuals to include monitoring amplification, coordinating information for the annual review, and recommending additional services;
4. Adapting curricula, methods, media, and the environment to facilitate the learning process;
5. Instruction to facilitate student independence and self-advocacy regarding their needs as a DHH student
6. Consultation to students, parents, teachers, and other school personnel as necessary to maximize the student's experience in the general education program.
7. The services of a sign language interpreter or a real time captioner

A specially trained instructional aide, working with and under the direct supervision of the credentialed teacher of the deaf and hard-of-hearing, may assist in the implementation of the student's educational program.

Services will be provided by an individual holding an appropriate credential to provide services to the hearing impaired and who has training, experience and proficient communication skills for educating students with hearing impairments.

Educationally Related Intensive Counseling Services (ERICS)

Also known as Educationally Related Mental Health Services (ERMHS), ERICS are clinical counseling services provided to students with IEPs who require more intensive mental health counseling services in order to benefit from their educational program.

Parent counseling and support may be offered to help parents understand their student's mental health disability and the ways in which it impacts his or her school experience.

Services will be provided by an appropriately certified and credentialed mental health professional.