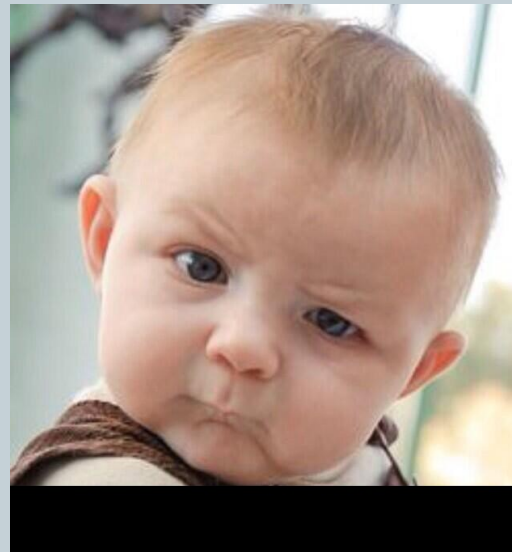


# Related Services



**WHAT ARE THOSE??**



# Definition...



- Related Services are required to assist a student with a disability to benefit from and access educational services.
- Common Examples:
  - ✦ Occupational Therapy
  - ✦ Physical Therapy
  - ✦ Transportation
  - ✦ Orientation and Mobility
  - ✦ Interpreting

# Occupational and Physical Therapy



- To receive these services, there must be an educational need in order to meet the goals and objectives on a student's IEP or in a 504 Plan.
- Ex. *“Student will write a paragraph using appropriate punctuation and capitalization.”*
  - If this student has difficulty with fine motor skills, including handwriting, they may benefit from OT support in order to make progress on this objective.
    - ✦ OT or PT “supported” goals: not separate goals/objectives (one exception is a Speech-only IEP)

# How do we know if a student needs this service?



- An OT or PT evaluation can be part of the comprehensive evaluation when a child has been referred for testing through SST.
- If a student already has an IEP (or 504 Plan), the team can recommend an OT or PT evaluation.
  - When the evaluation is complete, results will be shared with the IEP team (or 504 Team) to determine if service is needed

# How much service is appropriate?



# Characteristics of Educationally Relevant Therapy & Medical/Clinical Therapy (CERT)



## • Educationally Relevant VS. Medical/Clinical Therapy

<b>Educationally Relevant</b>	<b>Medical/Clinical</b>
<p>OT's and PT's use standardized testing but also consider a student's functional abilities in his/her educational environment</p> <p>The IEP or 504 team (which includes the parents and student) reviews the testing and data provided by the certified/licensed OT or PT and their recommendations. Included in the data are observations, parent interviews, doctor's prescription and teacher feedback</p> <p>The team as a whole makes decisions about what is educationally relevant</p> <p>OT and PT testing must be related to the educational need</p> <p>The IEP or 504 team considers the professional judgment of the OT and PT to determine the amount of service needed for the student to make progress on his/her educational plan</p> <p>A doctor's order/prescription is considered in the decision of the IEP or 504 team but does not determine therapy services</p>	<p>The Rehab team determines the need and consists of the physician, therapist (s), family and child. The family is included in determining the goals</p> <p>Doctor's orders, insurance and the hospital/rehabilitation staff determine or influence the frequency, location and duration of services</p>

# CERT



- **The Focus**

<b>Educationally Relevant</b>	<b>Medical/Clinical</b>
<p>Therapy focuses on improving the student's ability to access his/her educational program and the school environment</p> <p>Therapy addresses making adaptations and improving functional skills needed to achieve the IEP goals and objectives</p>	<p>Therapy is related to medical conditions, symptoms and/or disabilities and may focus on the quality of performance along with function</p> <p>Therapy addresses goals that are discipline or diagnosis specific as opposed to educationally related</p>

# CERT



- **Service Delivery Models**

## **Educationally Relevant**

The Service Delivery Model is the method by which therapists deliver services to the students and is based directly on what each individual student requires

Services for or on behalf of a student may be delivered through a combination of direct intervention, group intervention, consultation, monitoring, adaptation of materials, staff/ parent training, collaboration with staff and/or program development depending on the needs of the student. IDEA does not require IEP team to document delivery models, only type of service (eg. OT, PT.)

Services may be provided as inclusion, pull-out, and community based, consultative, collaborative, or group/individual

The setting for the therapy may be different for each student. Based on the goals and objectives identified in the IEP, the educational setting may include the school campus and community locations (restroom, bus, hallways, etc.)

## **Medical/Clinic**

Service is typically provided in a direct one-on-one setting with some consultation with the patient/family

Typical settings for the delivery of services are a clinic, hospital or in the home



# CERT



- What are the Goals and Objectives?

<b>Educationally Relevant</b>	<b>Medical/Clinic</b>
<p>Educational in nature and in line with the individual student's needs to benefit from the school based program</p> <p>Determined by the IEP team with therapist input</p> <p>Related to skills needed to make progress toward the standards and access the educational environment</p> <p>Support educational needs across the curriculum and educational programs</p>	<p>Rehabilitative in nature</p> <p>Written by the therapist in collaboration with the family and patient (with the physicians approval)</p> <p>The goals and objectives are developed into a Plan of Care and approved by the physician</p> <p>Treatment goals are geared to a diagnosis and can address functional limitations</p> <p>Goals address underlying medical conditions and impairments</p> <p>Goals are directed toward treatment of acute and chronic conditions</p>

# You want to reduce services?!



# Things to keep in mind...



- **GADOE CERT Tool**
- **Setting**
  - students in specialized instruction classrooms have strategies embedded into all aspects of their day
  - General ed setting: consider amount of instructional time that may be impacted
- **Lots of service options**
  - direct in a group, individual, consultation, staff training as a support
    - ✦ Weekly, bi-weekly, monthly

# If the team struggles to agree...



- The licensed professional (OT/PT) makes a recommendation based on their training, experience, and knowledge of the student, but it is ultimately the team's decision regarding the service to be provided

