

This list of related services is not exhaustive and may include other developmental, corrective, or supportive services if they are required to assist a child with a disability to benefit from special education in order for the child to receive a free appropriate public education.

Adapted Physical Education

Physical education services, specially designed if necessary, shall be made available to every child receiving FAPE. Each child with a disability shall participate in a regular physical education program available to nondisabled children unless the child is receiving services full time in a separate facility or needs specially designed physical education, as prescribed in the child's IEP. If a child is receiving services full time in a separate facility, the school district shall ensure that he or she receives physical education services appropriate to his or her needs (34 CFR §300.108).

Audiology

Audiology includes such services as: 1) Identification of children with hearing loss; 2) Determination of the range, nature, and degree of hearing loss, including referral for medical or other professional attention for the habilitation of hearing; 3) Provision of habilitative activities such as language habilitation, auditory training, speech reading (lip-reading), hearing evaluation, and speech conservation; 4) Creation and administration of programs for the prevention of hearing loss; 5) Counseling and guidance for pupils, parents, and teachers regarding hearing loss; and 6) Determination of a child's need for group and individual amplification, selecting and fitting an appropriate aid, and evaluating the effectiveness of amplification (CFR 34 §300.34(c)(1)).

Braille/Reader

In the case of a child who is blind or visually impaired, provide for instruction in Braille and the use of Braille unless the IEP team determines, after an evaluation of the child's reading and writing skills, needs, and appropriate reading and writing media (including an evaluation of the child's future needs for instruction in Braille or the use of Braille), that instruction in Braille or the use of Braille is not appropriate for the child (§300.324(a)(2)(iii)).

Counseling Services (including supports needed for transition to post-secondary education)

The list of related services is not exhaustive and may include other developmental, corrective, or supportive services (such as artistic and cultural programs, art, music, and dance therapy) if they are required to assist a child with a disability to benefit from special education in order for the child to receive FAPE (CFR 34 §300.34(c)(2)).

Interpreter Services

The following, when used with respect to children who are deaf or hard of hearing: Oral transliteration services, cued language transliteration services, sign language transliteration and interpreting services, and transcription services, such as communication access real-time translation (CART), C-Print, and TypeWell; and Special interpreting services for children who are deaf-blind. (CFR 34 §300.34(c) (4)).

Assistive Device

Any service that directly assists a child with a disability in the selection, acquisition, or use of an assistive technology device as defined in CFR 34 §300.5. Examples include: 1) The evaluation of the needs of a child with a disability, including a functional evaluation of the child in the child's customary environment; 2) Purchasing, leasing, or otherwise providing for the acquisition of assistive technology devices for children with disabilities; 3) Selecting, designing, fitting, customizing, adapting, applying, maintaining, repairing, or

replacing assistive technology devices; 4) Coordinating and using other therapies, interventions, or services with assistive technology devices, such as those associated with existing education and rehabilitation plans and programs; 5) Training or technical assistance for a child with a disability or, if appropriate, that child's family; and 6) Training or technical assistance for individuals providing education or rehabilitation services, employers, or other individuals who provide services to, employ, or are otherwise substantially involved in the major life functions of a student with a disability (CFR 34 §300.5).

Occupational Therapy

Includes services needed for 1) Improving, developing or restoring functions impaired or lost through illness, injury, or deprivation; 2) Improving ability to perform tasks for independent functioning; 3) Preventing, through early intervention, initial or further impairment or loss of function (CFR 34 §300.34(c)(6)).

Orientation and Mobility

Services provided to a blind or visually impaired child to enable the child to attain systematic orientation to and safe movement within the environments in school, home, and community. Includes teaching a child:

- 1) Spatial and environmental concepts and the use of information received by the senses (such as sound, temperature and vibrations) to establish, maintain, or regain orientation and line of travel (for example, using sound at a traffic light to cross the street);
- 2) The use of the long cane to supplement visual travel skills or as a tool for safely negotiating the environment;
- 3) The use of remaining vision and low vision aids; and
- 4) Other concepts, techniques, and tools deemed appropriate for the child (CFR 34 §300.34(c) (7)).

Psychological Services

May include such activities as: 1) Administering psychological and educational tests and other assessment procedures; 2) Interpreting assessment results; 3) Obtaining, integrating, and interpreting information about children's behavior and conditions relating to learning; 4) Consulting with other staff members in planning school programs to meet the special educational needs of children as indicated by psychological tests, interviews, direct observation and behavioral evaluations; 5) Planning, managing, and providing a program of psychological services, including psychological counseling for children and parents; and 6) Assisting in completing a functional behavioral assessment, as well as assisting in the development of positive behavioral intervention strategies (CFR 34 §300.34(c)(10)).

Physical Therapy

Services provided by a qualified physical therapist (CFR 34 §300.34(c) (9)).

Recreation

Services such as: 1) Assessment of leisure function; 2) Therapeutic recreation services; 3) Recreation programs in schools and community agencies; and 4) Leisure education (CFR 34 §300.34(c) (11)).

School Health Services

Health services that are designed to enable a child with a disability to receive FAPE as described in the child's IEP. School nurse services are services provided by a qualified school nurse. School health services are services that may be provided by either a qualified school nurse or other qualified person. Services include such activities as: 1) Preparing a health assessment by conducting interviews with a child's parents and teachers, reviewing the Certificate of Child Health Examination, reviewing the vision and hearing screening results and other pertinent health information, and recommending additional medical evaluations

as indicated; 2) Interpreting health assessment results; 3) Obtaining, integrating, and interpreting pertinent health information about a child as it applies to learning; 4) Consulting with other staff members in planning school programs to meet the needs of children who require the provision of special health services at school; 5) Planning and managing a program of school health services to meet the specific needs of all children; 6) Identifying and mobilizing community health resources to enable children to learn as effectively as possible in the educational program; and 7) Administering medication (CFR 34 §300.34(c)(13)).

Speech/Language Services

Services encompass such activities as: 1) Screening, diagnosis and appraisal of specific speech and language impairments; 2) Identification of children with speech and/or language impairments; 3) Referral and follow-up for medical or other professional attention necessary for the habilitation of speech and language impairments; 4) Planning and developing interventions and programs for children or youth with speech and language impairments; 5) Provision of services for the habilitation and prevention of speech and language impairments; and 6) Counseling and guidance of parents, children, and teachers regarding speech and language impairments (CFR 34 §300.34(c)(15)).

Social Work Services

Services may include activities such as: 1) Preparing a social developmental study on a child with a disability; 2) Group and individual counseling with a child and his or her family; 3) Working with parents and others on those problems in a child's living situation (home, school, and community) that affect the child's adjustment in school; 4) Mobilizing school and community resources to enable the child to learn as effectively as possible in his or her educational program; and 5) Assisting in completing a functional behavioral assessment, as well as assisting in the development of positive behavioral intervention strategies (CFR 34 §300.34(c)(14)).

Transportation (Special)

Services required because of the child's disability or the location of the special education program or related services, and which are in addition to the regular transportation services provided by the local school district, [to include:] 1) Travel to and from school and between schools; 2) Travel in and around school buildings; [and] 3) Specialized vehicles, specialized equipment (such as lifts and ramps, whether provided on regular, adapted, or special buses), and personnel who provide assistance to students in the course of transportation (CFR 34 §300.34(c)(16)).

Career and Technical Education

Services designed to support a student in career development, occupational preparation, academic improvement and postsecondary education/training. (CFR 34 §300.34(c) (12).

Transition/STEP by Division of Rehabilitation Services (DRS)

DRS works in partnership with people with disabilities and their families to assist them in making informed choices to achieve full community participation through employment, education, and independent living opportunities. STEP is a training/placement program that prepares [eligible] students with disabilities for transition to employment and community participation during and after high school.

Behavioral Intervention Plan

The IEP of a student who requires a behavioral intervention plan shall: 1) Summarize the findings of the functional behavioral assessment; 2) summarize prior intervention(s) implemented; 3) Describe any behavioral intervention(s) to be used, including those aimed at developing or strengthening alternative or

more appropriate behaviors; 4) Identify the measurable behavioral changes expected and method(s) of evaluation; 5) Identify a schedule for a review of the intervention's effectiveness; and 6) Identify provisions for communicating with the parents about their child's behavior and coordinating school-based and home-based interventions (23 IAC 226.230(b)).

Competitive Employment

Paid employment at a job in the regular business community without support or with support that will not exceed six months. Examples of supports that might be required for six months or less include job-finding assistance, on-the-job training, and social skills training to access and/or make initial adjustment to employment.

Travel Training

Providing instruction, as appropriate, to children with significant cognitive disabilities, and any other children with disabilities who require this instruction, to enable them to: 1) Develop an awareness of the environment in which they live, and 2) Learn the skills necessary to move effectively and safely from place to place within that environment (e.g., in school, in the home, at work, and in the community).

Acquisition of Daily Living Skills

Training to acquire skills in performing everyday activities such as preparing meals, doing laundry, using public transportation, paying bills, etc.

Supported Employment

Paid employment at a job in the regular business community that involves intensive or long-term support services matched to the individuals' needs to remain employed. Examples of support include job coaching, social skills training, situational assessment, vocational or other training.

Supports for Transition to Post-secondary Education

Included but is not limited to, Assistance in applying to college/university and/or for financial aid and/or scholarships. Training to teach students to advocate for themselves in post-secondary settings.

Interagency Linkages

Includes, but is not limited to, DHS Home based services, respite care, DSCC, other non-educational service providers.