

## Related Services

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## Introduction

Related services, also known as designated instructional services (DIS), shall be available when they are necessary for the student to benefit from his or her special education program. Students may receive any one or a combination of related services. These services are usually provided by LEA staff, but when determined necessary by the IEP team, may be provided through another public agency such the Sonoma County Office of Education or a contract with a nonpublic agency (NPA). Related services include, but are not limited to, the following most common services ([EC 30 EC 56363](#)):

1. Language and Speech;
2. Adapted Physical Education;
3. Health and Nursing;
4. Occupational Therapy;
5. Individual Counseling;
6. Counseling and Guidance;
7. Parent Counseling;
8. Psychological Counseling;
9. Behavior Intervention;
10. Deaf and Hard of Hearing Services;
11. Specialized Vision Services;
12. Orientation and Mobility;
13. Specialized Orthopedic Services; and
14. Vocational Assessment, Counseling, Guidance, and Career Assessment

Below is a Description of the most frequently needed services.

### Adapted Physical Education

For students with medical conditions, gross motor delays, or emotional disabilities, this type of specialized support and/or instruction is sometimes necessary as part of their special education program. This may be provided through consultation with the student, parent, and school staff; direct instructional services to the student within the regular or special class; and/or direct instruction to the student using a "pull-out" approach. The primary goal is to maximize the student's ability to develop and maintain physical fitness and recreation/leisure skills that can be applied within the student's current and future environments. Each APE specialist has a credential authorizing instruction in the areas of adapted physical education.

For additional information, see: [APE Guidelines](#)

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## Behavioral Intervention

Students who are enrolled in special education sometimes have significant behavioral needs. When an IEP team determines that a student may require a behavior plan, a specialist in the area of behavior intervention may be provided to assist in developing the plan and to train and consult with teachers and classified support staff in implementing the plan. Classified support may include instructional assistants specifically trained to provide behavioral support under the supervision of a behavior specialist or other qualified personnel.

For additional information, see:

[ERMHS Guidance](#)

[Special Circumstances Instructional Assistant](#)

## Low Incidence Itinerant Support (OI, VI, Deaf and HH)

Students who have orthopedic or visual disabilities or who are deaf or hard-of-hearing (OI, VI, Deaf/HH) are provided with support services from appropriate specialists as determined by their IEPs. These services are generally provided using a combination of direct service and consultation with the student's family and school personnel. The primary goal is to maximize the student's ability to access and benefit from their educational program. Each low incidence specialist has a credential authorizing instruction in their area of specialty.

For additional information, see: [Guidelines for Assignment of Low Incidence Equipment](#)

## Occupational Therapy (Educationally Necessary)

Students with varying disabilities leading to difficulty in the areas of fine and gross motor skills, visual-motor integration and organization, sensory integration, and visual perception may require specialized support and/or instruction in order to benefit from their educational program. This may be provided through consultation with the teacher and parent; monitoring of the student's progress; or direct service to the student. Each student may receive each type of service over time, depending on his or her current level of need. The primary goal is to maximize the student's ability to access and benefit from their educational program. Each occupational therapist is licensed.

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For additional information, see: [Guidelines and Tools for Educationally Necessary Occupational and/or Physical Therapy](#)

### Occupational and Physical Therapy (Medically Required)

California Children's Services (CCS) provides occupational and physical therapy to special education students who are medically eligible. Qualification is determined through a referral and assessment process. These services should not be listed on the service section of the IEP, but the team may elect to indicate that the student is receiving the services on the notes page of the IEP.

For additional information, see: Department of Health Care Services (DHCS) [California Children's Services](#)

### Psychological Services

Students who require support in the area of social, emotional, and behavioral development may require psychological services which may be provided by employees, contracted vendors, or individuals registered with CDE as a Non Public Agency (NPA). Counseling services are provided to special education students whose IEP teams have determined that district-level interventions are not effective in addressing emotional and behavioral needs.

For additional information, see: [ERMHS Guidance](#)

### School Nursing Services

School nurses are available to assist students, parents, and staff when a student is in need of specialized health care. They also conduct follow-up with physicians, perform health screenings, and monitor immunization schedules. School nurses provide information, consultation, training, and liaison services with outside agencies.

For more information, see: [Provision of Healthcare Services Guidelines](#)

### School Psychology Services

School Psychologists are often the first contact for parents, teachers, and others when there is a concern about a student's progress. They are involved in a variety of activities related to supporting students. Examples of the many duties they are responsible for

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include: coordination of the assessment team; conducting psycho-educational assessments; participating in IEP meetings; providing individual and group counseling; facilitation of referrals to outside agencies for significant emotional/social/behavioral problems; and consultation with students, parents, and staff in the areas of cognitive development, learning style, emotional/social/behavioral development, and instructional strategies.

For additional information, see: [ERMHS Guidance](#)

### Speech, Language, and Communication Therapy

For students with speech, language, or hearing disabilities, specialized support and/or instruction is sometimes a necessary component of their regular or special education curriculum. This may be provided through consultation with the student, parent, and school staff; direct instructional services to the student within the regular or special class; and/or direct instruction to the student using a “pull-out” approach. The primary goal is to maximize the student's ability to be a successful communicator within their current and future school, home, and work environments. Each specialist has a credential authorizing provision of therapeutic intervention for students with speech, language, and communication needs.

For additional information, see: [Program Guidelines for Speech-Language Pathologists](#)

### Transportation

IDEA defines transportation as: travel to and from school and between schools and travel in and around school buildings. Specialized equipment (such as special or adapted buses, lifts, and ramps), if required to provide special transportation for a student with a disability. Transportation services also include “travel training” and “orientation and mobility services.” Travel Training and Community Based Instruction are defined as “providing instruction, as appropriate, to children with significant cognitive disabilities, and any other children with disabilities who require this instruction, to enable them to develop an awareness of the environment in which they live and learn the skills necessary to move effectively and safely from place to place within that environment, as for example in school, in the home, and in the community.” In essence, travel training consists of teaching students how to travel independently on public transportation, walking safely across streets with and without stoplights, recognizing the need for assistance and knowing how to get assistance, avoiding dangerous situations, and handling unexpected situations, such as changed routes or detours. LEAs are required

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to provide transportation to students with disabilities if transportation is required to assist such students to benefit from their educational programs. If transportation is deemed necessary, it must be provided free of charge to the student.

For additional information, see: [Transportation Guidelines](#)