SPECIAL EDUCATION Resource

Related Services in the IEP

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Introduction and Purpose

When an Individualized Education Program (IEP) team finds a student eligible to receive special education services under the Individuals with Disabilities Education Act (IDEA), the team develops an IEP for the student. Among other things, the IEP describes the services that will be provided to address all the student's disability-related needs (DRNs) so the student can access, engage, and make progress in age or grade-level general education curriculum, activities, and environments and toward meeting their annual IEP goals. 34 CFR §300.320 (a)(4).

The purpose of this resource is to define "related services" and provide information to assist IEP teams with making decisions about the need for related services in the context of the IEP development process. Throughout this document the term "IEP service" is used to refer collectively to "special education or related services". Related services are one type of IEP service. Other IEP services include supplementary aids and services, specially designed instruction, and program modifications or supports for school personnel.

What is a Related Service?

Related services are special education services that a student needs to benefit from their special education.

The definition of related services in IDEA is "transportation and such developmental, corrective, and other supportive services as are required to assist a child with a disability to benefit from special education." Related services include speech-language pathology and audiology services, interpreting services, psychological services, physical and occupational therapy, recreation, including therapeutic recreation, early identification and assessment of disabilities in children, counseling services, including rehabilitation counseling, orientation and mobility services, and medical services for diagnostic or evaluation purposes. Related services also include school health services, school nurse services, social work services in schools, and parent counseling and training." [34 C.F.R §300.34 and Wis. Stat. §115.76(14)]. The federal Office of Special Education Programs (OSEP) clarified that the list of related services in IDEA is not exhaustive and may include other developmental or supportive services if they are required for the student to receive a free and appropriate public education (FAPE), OSEP Letter to Farbman, June 9, 2000.

IDEA and Wisconsin Chapter 115 list speech and language therapy as an IEP service under both specially designed instruction and related services. In Wisconsin, a student's IEP team decides if a student should receive speech and language therapy as specially designed instruction or as a related service (see DPI Information Update Bulletin 24.02 for more information about speech and language therapy as an IEP service.)

A list of related services outlined in Wisconsin state statutes can be found on the Wisconsin DPI Related Services webpage. Additional information about the types of related services typically provided in Wisconsin is included in the Appendix of this document.

How do Related Services Help Students with Disabilities?

Related services help students with disabilities benefit from special education by providing intervention and support in areas of disability-related educational need, including but not limited to:

- communication,
- motor skills needed for school-based academic or functional task performance,
- information processing,
- self-regulation,
- mobility and positioning throughout school environments, and
- coping with trauma or mental health challenges.

In addition, related services are similar to other special education services as they must be based on peer-reviewed research to the extent practicable and enable the student to:

- advance appropriately toward annual IEP goals,
- be involved in and make progress in age or grade-level general education curriculum,
- participate in extracurricular and other nonacademic activities,
- be educated and participate with nondisabled peers in learning and other school activities.

34 C.F.R § 300.320(a)(4)]

Which Students with Disabilities Receive Related Services?

The need for specially designed instruction is central to eligibility under IDEA. For students with IEPs, specially designed instruction and related services decisions are determined by the IEP team. IDEA requires that specially designed instruction be provided to every student who is found eligible to receive special education following a comprehensive special education evaluation ***and requires related services as needed,*** unless the parent refuses or revokes their consent for special education services.

Related services can also be provided to a student under Section 504 of the Rehabilitation Act. For more information on related services and 504 plans, see Office of Civil Rights. Frequently Asked Questions: Section 504 Free and Appropriate Public Education.

Making IEP Team Decisions about Related Services

Who makes related services decisions for students with IEPs?

The IEP team makes decisions about related service needs based on the unique disability-related needs of each student. When it is anticipated that a particular related service should be considered during IEP development or review, an individual with knowledge and expertise in the area of student need who is licensed to provide the related service under consideration should be included and involved on the IEP team. **Thus, licensed related service personnel should be included in IEP team decision-making when adding, modifying, or removing a related service from a student's IEP.** For example, if school nursing or school health services are being considered as a related service to meet a student's disability-related health need(s), then a school nurse should be part of the IEP team that develops or reviews the student's IEP. "However, if occupational therapy or physical therapy services are being considered, then a reevaluation must be conducted. Occupational therapy and physical therapy services may only be added as a related service through the evaluation process." *Bulletin 21.01: Special Education Evaluation*.

How are related service decisions made?

Decisions about related services are made by a student's IEP team when developing or reviewing and revising the IEP during Step 4 of the CCR IEP process. Before deciding if a related service is needed for a student to benefit from special education, the IEP team must identify **each** student's unique disability-related educational needs and collectively develop IEP goals. All IEP decisions regarding a student's educational needs, goals, and services, including related services, must be based on the educational impact of the student's disability on access, engagement, and progress in age or grade-level curriculum, instruction, environments, and activities. For detailed information about special education evaluation and IEP development processes, refer to the department's guidance on Comprehensive Special Education Evaluation, College and Career Ready (CCR) IEPS), and School Nurse Document in College and Career IEPs. For more information and examples of possible areas of disability-related need, see Six Areas of Academic and Functional Skill: A CCR IEP Resource.

Once the student's unique disability-related needs and IEP goals have been identified, the IEP team discusses what types of special education services are required to address disability-related needs and make progress toward the IEP goals. The four types of special education services to consider are:

- Supplementary aids and services,
- Specially designed instruction,
- Related services, and
- Program modifications or supports for school personnel

Tip: Consider Supplementary Aids and Services First

IEP teams should consider supplementary aids and services first. This reinforces the concept of least restrictive environment (LRE) and the desire to first consider less intensive options to support student access, engagement, and progress in age or grade-level general education before considering the need for more intensive services. The IEP team then identifies the specially designed instruction and related services that must be provided to address disability-related needs and IEP goals.

When considering whether related services are needed, the IEP team should also discuss if there are any disability-related need(s) that require additional supportive services in order for the student to benefit from special education. If so, the IEP team may determine that a related service be included in the student's IEP. Finally, it is important to note that a student may receive more than one service to address the same disability-related need. It is up to the IEP team to determine what types of services are required for the student to receive a Free Appropriate Public Education (FAPE) in the least restrictive environment.

Related service decisions should **NOT** be based on any of the following:

- Deciding a related service is needed **before** the IEP team fully identifies or reviews a student's disability-related needs and develops annual IEP goals. Related services must be aligned to a student's unique disability-related needs, or disability-related needs and IEP goals, and cannot be predetermined.
- Deciding a related service is needed based solely on the student's disability category (i.e., label).
- Deciding a related service is needed solely because a specific educator, who also provides related services (e.g., occupational therapist, speech-language pathologist, audiologist), conducted assessments as part of a special education evaluation.
- Deciding a related service is needed based solely on a diagnosis or recommendation from a medical or clinical provider, in the absence of a link to an educational need. For more information, see The Role of Medical and Clinical Information in the IEP, Wisconsin DPI.

IEP team decisions about related services must ensure that any related service included in a student's IEP is necessary to support one or more of the student's disability-related needs and, as appropriate, any related IEP goal(s).

Guiding Questions for Making Related Services Decisions

The following discussion questions may assist IEP teams with decision-making about related services. Some of these questions encourage IEP teams to think about the connection between disability-related needs and related services, while others are intended to help teams explore whether different IEP services may better meet a student's unique disability-related needs (e.g., supplementary aids and services, specially designed instruction, or program modifications and support for school personnel).

1. **Discuss the links between disability-related needs, goals, and related services.**
   - What is the student's current level of performance?
   - Does the student have the skill but require reminders to use the skill in certain situations? What are the student's unique disability-related needs related to the area(s) of academic or functional skill(s)?
   - What are the specific disability-related needs that affect the student's progress toward IEP goal(s)?
   - Does the student have disability-related needs or IEP goals related to health, mobility, communication, emotional regulation, etc. that require direct intervention by a related service provider during the school day so

the student can attend school, access age or grade level curriculum and other school activities, and achieve IEP goals?

- Are there any disability-related needs not linked to an IEP goal that should be supported by a related service (e.g. transportation, educational interpreting, assistive technology)?
- Can the student's disability-related needs be met through a related service that will improve the student's access to education and progress in age or grade level academic standards and functional performance?
- If a related service is needed to help the student develop or refine skills, what related service best matches the need(s)?

2. **Discuss if supplementary aids and services and specially designed instruction are sufficient to address the student's disability-related needs and IEP goals.**

Supplementary aids and services may include accommodations and modifications. Accommodations maintain the same age or grade-level expectations while providing options on how the student will access, engage with, or demonstrate learning. Modifications may change expectations or academic rigor and should be used only if needed for the student to make progress in age or grade-level curriculum. In addition, modifications often require specially designed instruction if the content, methodology, or delivery of instruction is changed based on a modification.

Specially designed instruction is instruction in which the content, methodology, or delivery of the instruction is individually adapted to address the student's disability-related needs so the student can access, engage, and make progress in the general education curriculum and meet the standards and expectations that apply to all students of the same age or grade. For more information, see the DPI Specially Designed Instruction webpage.

- Can the student's disability-related needs and IEP goals be met through the use of supplementary aids and services (e.g., extra time, text-to-speech, visual timer, redacted questions on an assignment) in the general education setting when provided by general education or special education teachers?
    - What is the least restrictive way to support the student within general education settings appropriate to the student's age or grade?
    - What types of accommodations would assist the student's access to educational materials and environments (e.g., assistive technology, regulation support, graphic organizer, visual schedule, or other accommodations?)
    - What types of modifications would allow the student to make progress in age or grade level curriculum and IEP goals?
        - Will modifications reduce the expectations and rigor expected that may be detrimental to the student?
        - Do modifications require specially designed instruction?

- Can the student's disability-related needs and IEP goals be met through specially designed instruction (e.g., specially designed instruction in social skills, communication, regulation, transitioning, etc.) without the expertise of a related service provider or need for a related service?

3. **Discuss if program modifications or supports for school personnel may be sufficient to address the student's disability-related needs and IEP goals.**

Program modifications or supports for school personnel are services or activities needed by school personnel on behalf of students, such as training, consultation, mentoring, coaching, or access to specific teaching materials.

- Are there any program modifications or supports for school personnel that will help meet the student's disability-related needs and make progress toward IEP goals, such as coaching, mentoring, consultation, or training from a related service provider?
- Do personnel involved in implementing the student's IEP need specialized training to support generalization of skills taught by a related service provider or to properly use supplementary aids and services such as specialized equipment or devices? If so, program modifications or supports for school personnel, such as training, coaching, mentoring, and consultation from a related service provider may be needed.

To summarize, the above questions may assist IEP teams to determine if the student **requires** the unique services from a related services provider to benefit from special education.

More information on the process of aligning IEP services to a student's disability-related educational needs and goals can be found in the Wisconsin DPI CCR IEP Step 4: Align Services webpage and School Nurse Document in College and Career IEPs. Additional questions about making and documenting these decisions can be found in Wisconsin DPI Guide to Special Education Forms and Sample IEP Forms Frequently Asked Questions.

Documenting Related Services in the IEP

The student's IEP must reflect the IEP team's decisions. Each IEP team is responsible for developing an IEP that includes a written statement of the special education, related services, supplementary aids and services, and program modifications or supports for school personnel based on each student's unique needs.

- The IEP team must include a description of each related service, as well as the frequency, amount, location, and duration of the service.
- The IEP team must also identify what disability-related needs and IEP goals are addressed by each related service. Some related services, such as transportation, do not have to address an IEP goal.

Each student's related services are documented under the Program Summary on DPI sample IEP form I-4. More information on IEP documentation of IEP services, including related services, is found in Wisconsin DPI Bulletin 10.07: Describing Special Education, Related Services, Supplementary Aids and Services, and Program Modifications and Supports.

Providing Related Services

Where may related services be provided?

The IEP team determines whether related services are provided in a special education or general education setting based on the unique needs of each student. "Further, public agencies must ensure that, to the maximum extent appropriate, children with disabilities are educated with children who are not disabled. The strong preference in the law is that the child will be educated using the general education curriculum in the regular education classroom. This preference reflects Congress' intent that special education is a service, not a place." (Wisconsin DPI Bulletin 00.04: Least Restrictive Environment).

Who may provide a related service?

In Wisconsin, the IEP generally does not identify specific personnel who will provide each special education or related service. Personnel decisions are usually made by school administrators after the IEP is developed. The district is responsible for assigning properly licensed and qualified personnel to implement the student's IEP. Multiple service providers may be required to provide services to support an IEP goal and corresponding disability-related need. If an IEP service requires a particular type of related service provider (e.g. school psychology, school social work, school counseling, orientation and mobility, nursing, audiology, occupational therapy, physical therapy, educational interpreter, intervener) then a representative with corresponding expertise should be part of the IEP team decision-making process when the related service is being considered.

> ***Tip: Engage in Collective Responsibility to Support Each Student with an IEP***
>
> *The education of students with disabilities is the collective responsibility of all of a student's general and special educators, including those who provide related services. Collective responsibility requires a recognition that school personnel have knowledge and expertise that crosses educational disciplines, roles, and environments. The concept of "collective responsibility" should be kept in mind when designing a student's IEP and when an LEA assigns personnel to implement the IEP.*

Collective Responsibility Example

Often, there may be several educators with expertise in a given area of disability-related need such as communication, social and emotional learning, or physical and health. For example, a student's disability-related needs and corresponding IEP goals for social communication may be addressed through a combination of specially designed instruction, related services, supplementary aids and services, and program modifications and supports for personnel. The IEP team and all of the educators supporting the student work collaboratively to address the student's social communication needs and ensure the student achieves IEP goals and makes progress in age and grade level curriculum.

For the example of a disability-related need in the area of social communication, the additional dot points below are examples of "who" could provide an IEP service in a way that demonstrates collective responsibility for the student.

- The general education teachers and paraprofessionals provide supplementary aids and services in the form of prompts to use social scripts and social narratives,
- The special education teacher provides specially designed instruction in social skills and conversational speech,
- The speech-language pathologist provides related services in the form of interventions focused on perspective-taking in social situations,
- The occupational therapist provides program modifications or supports for school personnel in the form of training on the use of co-regulation and breathing activities that are provided to all educators working with the student for when the student becomes anxious, and
- The student's social communication disability-related needs are further supported through supplementary aids and services (co-regulation and breathing exercises, extra breaks, visual supports, check-ins or outs,) provided by all educators working with the student as outlined in the student's IEP.

In the example above, multiple adults responsible for the education of the student are working together to support the student's disability-related needs and corresponding IEP goals in the area of social communication.

Tip: Providing Training to all Educators on how to Implement Assistive Technology (AT)

Assistive technology, unlike other related services, may be provided by a variety of personnel based on the individual's training and expertise. AT may also be documented under other services in the student's program summary. Decisions about specific "personnel" who can best provide AT services to students is dependent on the unique needs of the student and the expertise of personnel. When making personnel decisions, it is important to consider that some types of AT (e.g. postural supports, motor control, device selection, instruction in device use) may require very specific training and expertise. It is likely that personnel who work with the student on a daily basis may require support and training from qualified therapists or other special educators to properly support the use of AT. Such support or training would be documented in the IEP program summary under Program Modifications and Supports for Personnel.

For more information see DPI bulletin 22.02: Assistive Technology. For information and free resources on how to train all educators on use of assistive technology (videos, micro-credentials, AT lending centers, resource documents), see the Assistive Technology Forward Community of Practice.

Can services provided on behalf of a student (i.e., indirect services) be considered related services?

Some related service providers, such as speech-language pathologists, occupational therapists, and physical therapists, sometimes refer to services as being either "direct" or "indirect." While IDEA does not specifically use the terms "direct" or "indirect," these terms can be described through an IDEA lens.

"Direct" services include explicit instruction or therapy provided directly to the student, almost always linked to an IEP goal. Such services are usually documented in an IEP under "specially designed instruction" or "related services."

"Indirect" services are those provided "on behalf of the student" rather than directly to the student. These may include things like consultation with other educators about a student's needs or instructional strategies, personnel training on the use of adaptive equipment (usually with student present), how to modify instruction to better address needs, how to properly use other supplementary aids and services with the student in general education, student observations, and maintaining and adjusting assistive technology devices or other equipment. In accordance with IDEA, such "indirect" services would generally fall under the category of "program modifications and supports for school personnel" and may also fall under "supplementary aids and services."

As with any other IEP service, statements of program modifications and support for personnel (indirect services) or supplementary aids and services must clearly identify the frequency (or condition), amount, location, and duration of the service. Specificity is required to ensure everyone on the IEP team understands what services the student will receive and all IEP services are implemented as intended.

Finally, it is recommended that IEP teams include the individual assigned to provide an indirect service in future annual IEP meetings and reevaluations for the student to assist in determining the effectiveness of the indirect service.

Can related services be prescribed through a doctor's or clinician's order?

No. The IEP team must consider information provided by parents, which may include information from a medical doctor or clinic. However, the IEP team is not required to provide a service prescribed by a medical doctor or clinic. See Role of Medical and Clinical Information in Special Education Evaluation and IEP Development.

How does the IEP team know if a related service is no longer needed?

The decision to discontinue a related service is an IEP team decision. Related services can be discontinued at an IEP team meeting without conducting a reevaluation as long as the student will continue to receive specially designed instruction. However, the IEP team may determine a reevaluation is needed to provide updated information about the student's unique disability-related needs to inform the types of IEP goals and services needed to meet those needs. Before discontinuing a related service, the IEP team should decide if the related service is no longer required to help the student benefit from special education.

The following are examples of some circumstances when the IEP team may decide to discontinue a related service after a review and discussion of data and student progress:

- The IEP team determines that progress monitoring data shows the student has made substantial progress or met relevant IEP goal(s).
- The IEP team identifies a change in the student's disability-related needs and determines that a specific type of related service is no longer needed.
- The IEP team determines that other types of IEP services, such as supplementary aids and services, specially designed instruction, or program modifications or supports for school personnel, are better able to meet the student's disability-related needs that were previously addressed through a related service.

Regardless of the reason why a related service is discontinued, if a student continues to be found eligible to receive special education services under the Individuals with Disabilities Education Act, the student must continue to receive a free and appropriate public education. This means the student should continue to receive special education services that are reasonably calculated to enable the student to make appropriate progress in age and grade-level curriculum, instruction, environments, and activities in light of the student's unique circumstances. The determination of special education services is an IEP team decision.

Appendix: Types of Related Services

The following Appendix includes additional information about common types of related services. For each related service, a legal definition is provided, followed by a plain language explanation of how the related service supports students with disabilities, who may provide it, and related resources.

This appendix is intended to provide parents and other IEP team participants with discipline-specific information about the variety of related services that may support a student's unique disability-related needs or IEP goals.

This appendix is not intended to be a checklist of possible related services that any student may receive. As described in this resource, related service decisions must be based on the unique disability-related needs and IEP goals of each student. Not all students with IEPs need related services. In addition, just because a related service may benefit a student with a disability, it may not be required to ensure a free and appropriate public education (FAPE) as long as other IEP services address all of the student's disability-related needs and enable the student to access, engage, and make progress in age or grade-level curriculum, instruction, environments, and activities. Related service decisions are IEP team decisions and should be made by an IEP team that includes the expertise of individuals with the knowledge, training, and certification (when applicable) in the related service being considered.

Assistive Technology (AT)

How does IDEA define this type of service?
According to IDEA, the term ''assistive technology service'' means any service that directly assists a child with a disability in the selection, acquisition, or use of an assistive technology device (20 U.S.C. 1401(2).

How does this service support students with disabilities?
Assistive technology services support students with disabilities in various ways:

1. **Customized Tools**: Include tailored devices and software that accommodate individual needs, such as screen readers for students with visual impairments or speech-to-text software for those with writing difficulties.

2. **Access to Curriculum**: Services to ensure that all educational materials are accessible, allowing students to fully engage with the curriculum.

3. **Skill Development**: Offer training and support for students to help students learn how to use assistive technologies effectively, enhancing independence and self-advocacy skills.

4. **Collaboration**: Assistive technology services often involve collaboration with educators, parents, and specialists to create a supportive learning environment tailored to each student's unique challenges.

5. **Ongoing Assessment**: Regular assessments help in adjusting the technologies and strategies used, ensuring they remain effective as students progress.

By addressing specific barriers, assistive technology services empower students with disabilities to participate more fully in education and achieve academic goals.

Is a particular license or certification required to provide this service?
While there are particular degrees and certifications of expertise in the area of assistive technology, no such certification or degree is required to provide these services in public schools.

How might those with expertise in this service provide consultation, training, or support for other school personnel?
Experts in assistive technology can offer valuable consultation, training, and support to school personnel in several effective ways:

1. **Initial Assessments:** Conducting assessments to identify students' specific needs and recommending appropriate assistive technology tools and resources tailored to those needs.

2. **Workshops and Training Sessions**: Organizing professional development focused on various assistive technology tools, helping personnel and families understand functionalities and applications in the classroom.

3. **Hands-On Training**: Providing practical, hands-on sessions where educators and families can practice using assistive technology devices and software, ensuring they feel confident with implementation.

4. **Resource Development**: Creating user-friendly guides, tip sheets, or online resources that educators and families can refer to when integrating assistive technology into teaching and learning.

5. **Collaboration with General and Special Education Teachers**: Working closely with general and special education personnel to develop individualized education programs (IEPs) that incorporate assistive technology solutions to ensure cohesive support for students.

6. **Ongoing Support and Troubleshooting:** Offering ongoing support for school personnel as they implement assistive technology, including troubleshooting technical issues or providing advice on best practices.

7. **Modeling Best Practices:** Demonstrating the use of assistive technology in real classroom settings, allowing educators to see its effectiveness firsthand.

8. **Feedback and Evaluation**: Helping schools evaluate the impact of assistive technology on student learning and engagement, providing feedback for continuous improvement.

9. **Networking and Resources**: Connecting educators and families with external resources, such as online communities or organizations specializing in assistive technology, for additional support and information.

By providing these services, assistive technology experts can enhance the skills of school personnel and families, promote inclusive practices, and ultimately improve learning outcomes for students who benefit from assistive technology.

Resources Specific to this Service

- Bulletin 22.02: Assistive Technology, DPI
- Assistive Technology (AT), DPI
- Assistive Technology (AT) Forward, DPI
- Myths and Facts Surrounding Assistive Technology Devices and Services, US Department of Education

Audiology Services

How does IDEA define this type of service?
In schools, related services from an educational audiologist are highly specialized support services provided by licensed educational audiologists. Audiology services help students with hearing loss that affects the student's educational performance. These services are designed to help students develop or improve the listening, learning, and communication access that students need to participate fully in the classroom and achieve academic success.

How does this service support students with disabilities?
Audiology services assist in improving a student's access to auditory information in learning environments. Such services address the fundamental need for all students to be able to listen and comprehend with or without visual support. According to IDEA, audiology services may include:

(i) Identification of children with hearing loss;

(ii) Determination of the range, nature, and degree of hearing loss, including referral for medical or other professional attention for the habilitation of hearing;

(iii) Provision of habilitative activities, such as language habilitation, auditory training, speech reading (lip-reading), hearing evaluation, and speech conservation;

(iv) Creation and administration of programs for prevention of hearing loss;

(v) Counseling and guidance of children, parents, and teachers regarding hearing loss; and

(vi) Determination of children's needs for group and individual amplification, selecting and fitting an appropriate aid, and evaluating the effectiveness of amplification.

Is a particular license or certification required to provide this service?
Yes, in order to work in a Wisconsin public school, an individual must hold a School Audiologist License from the Wisconsin Department of Public Instruction (DPI). DPI provides two options for school audiologist licensure.

How might those with expertise in this service provide consultation, training, or support for other school personnel?
Educational audiologists develop personalized strategies to ensure students who are deaf and hard of hearing, including those who are deafblind, have appropriate auditory access through the use of assistive technology and modifications and accommodations designed to support individual hearing needs. Audiologists provide consultation, training, and support to school personnel on understanding hearing loss and the identified needs and supports in the general education environment.

Resources Specific to this Service

- Educational Audiology Scope of Practice, Educational Audiology Association
- Resources for Educational Audiologists, American Speech-Language-Hearing Association (ASHA)
- Guidelines for Audiology Service Provision in and for Schools, American Speech-Language-Hearing Association (ASHA)
- Educational Audiologists Enhance Access to Communication, American Speech-Language-Hearing Association (ASHA) Leader Archive
- Frequently Asked Questions Regarding School Audiology Services, DPI

Counseling

How does IDEA define this type of service?
Counseling services means services provided by qualified social workers, psychologists, school counselors, or other qualified personnel.

How does this service support students with disabilities?
Counseling services support students by addressing challenges in social, emotional, and behavioral functioning so that students are better able to access, engage, and make progress in education. Counseling services establish a safe and trusting relationship in order to address and process personal and interpersonal challenges, learn and practice skills, promote generalization across school, home, and community settings, set and achieve personal goals, and access support and resources. Counseling services teach, support, and monitor student growth in these areas through the development of functional skills to promote independence so that these services are no longer necessary.

Counseling services may include, but are not limited to:

- Teaching and practicing strategies for addressing symptoms and manifestations of anxiety, depression, or other related social, emotional, or behavioral challenges that interfere with learning,
- Helping develop specific skills such as emotional regulation, conflict resolution, adjusting to transitions, and appropriate boundary setting through implementing evidence-based strategies or programs,
- Developing coping skills to respond to difficult situations,
- Teaching self-advocacy skills needed for accessing support and resources for academic, behavioral, or social challenges, and
- Processing through difficult situations and emotions.

Is a particular license or certification required to provide this service?
Yes. All related service providers of counseling services require a DPI license. In addition, a credential and expertise in the type of counseling is required to provide counseling services as a related service. The following DPI licensed school professionals may provide counseling services as a related service:

- **School Counselors**: Licensed school counselors may provide general counseling services and general mental health supports to help all students apply academic achievement strategies, regulate emotions, develop interpersonal skills, foster career readiness, and plan for postsecondary options and careers.

- **School Psychologists**: Licensed school psychologists may provide general counseling services and general mental health supports. School psychologists apply expertise in mental health, learning, psychology and behavior to help children and youth succeed academically, socially, behaviorally, and emotionally.

- **School Social Workers**: Licensed school social workers may provide general counseling services and general mental health supports, including support for family, community, or systems-based issues affecting the student. School social workers help students assess strengths and needs to problem solve and remove barriers to learning, especially those that stem from outside of the school or arise from mental health challenges.

- **Clinical School-Based Mental Health Providers**: Credentialed mental health providers engage in clinical or therapeutic services to individuals, families, and groups. These credentialed professionals may be hired by schools or contracted as outside providers to address more intensive mental health needs. For more information see DPI Wisconsin School Based Mental Health Professionals in Wisconsin resource and Clinically Trained Mental Health Professional License and Application Instructions webpage.

It is important to note that the ethical standards for these pupil services professions include guidelines that the practitioner must adhere to when providing services via an ongoing counseling relationship with a student. If counseling services are being considered as a potential related service for a student, the IEP team should discuss considerations for expectations of confidentiality and privacy of the student, parent, and teacher, and the pupil services personnel member's scope of practice within the context of the student's disability-related needs and IEP goals.

How might those with expertise in this service provide consultation, training, or support for other school personnel?
There are many supports, interventions, and services that can be provided to support a student's social, emotional and behavioral well-being that do not require the training and expertise of a pupil services professional, but the student may benefit from the support of such individuals. Pupil services professionals can consult with personnel and families to understand the student's unique individual needs and then collaborate with the IEP team to coach and monitor the implementation of accommodations, modifications and delivery of services provided by other personnel members. Pupil services professionals coordinate with teachers and families to ensure instruction and the generalization of skills and strategies are consistent across environments. Pupil services professionals may train teachers, case managers, or aids and paraprofessionals to deliver services and supports such as using positive reinforcement systems, prompting the use of coping strategies, check-in and check-out systems, and recognizing and intervening appropriately in the behavioral escalation cycle.

Resources Specific to this Service

- Position Statement: The School Counselor and Students with Disabilities, American School Counselor Association
- School Based Mental Health Professionals, DPI

Educational Interpreter

How does IDEA define this type of service?
Educational Interpreting services includes, but is not limited to the following when used with respect to children who are deaf or hard of hearing or deafblind: 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 deafblind. §Sec.300.34(c)(4).

How does this service support students with disabilities?
Educational interpreters have very specialized skills that are different from teachers of deaf, hard of hearing, or deafblind students. Educational interpreters are trained in American Sign Language (ASL), English-based sign forms, and other visual communication techniques used by people who are deaf, hard of hearing, or

deafblind. When under the supervision of the student's teachers, educational interpreters can provide additional educational support. Educational interpreters are responsible for having a knowledge base in the content taught in the classroom to be able to interpret academic information for the student. Collaborations between the classroom teacher and interpreter are key to maintaining the interpreter's professionalism and meeting the needs of each student. Educational interpreters are not special education program aides. An educational interpreter may provide interpretation in a variety of settings beyond the classroom, including, but not limited to, field trips, club meetings, after-school programs, assemblies, extracurricular activities, and other school-sponsored events.

Is a particular license or certification required to provide this service?
Yes. Educational interpreters require a minimum of two years of specialized post-secondary education and DPI licensure as an educational interpreter. For more information see DPI New Educational Interpreters Licenses webpage.

How might those with expertise in this service provide consultation, training, or support for other school personnel?
From the Supporting Other Professionals section of the Professional Guidelines - National Association of Interpreters in Education:

"The expertise of educational interpreters can extend beyond educational team planning, through the provision of professional development opportunities for administration, general education teachers, and supportive personnel. Collaborative preparation and information-sharing regarding topics such as the implications of hearing loss, specific educational needs of students, and considerations for interpreted education can be particularly beneficial when deaf (hard of hearing, or deafblind) students are entering new classrooms at the beginning of the school year or new semester."

Resources Specific to this Service

- Bulletin 21.02: The Role of Educational Interpreters for Students who are Deaf, Hard of Hearing or Deafblind, DPI
- Professional and Family Resources to Support Students who are Deaf or Hard of Hearing, DPI
- Information Update Bulletin 21.02, DPI
- Professional Guidelines for Interpreting in Educational Settings, National Association of Interpreters in Education

Intervener Services

How does IDEA define this type of service?

An intervener is a designated related service provider who works one on one with a student who is deafblind. Interveners provide access to allow a student to effectively participate in the student's educational program. The need for an intervener is determined by the IEP team and is based on the student's unique needs.

How does this service support students with disabilities?

The intervener is specially trained to focus on developing communication and building language with the student. An intervener works to build concepts and increase conceptual understanding for a student who has combined vision and hearing loss. Interveners provide access to the environmental information that the student's hearing and sighted peers receive naturally.

Interveners provide predictability by building and maintaining a trusting and interactive relationship with the student who is deafblind as well as assisting the student with establishing relationships with others to help promote social and emotional well-being. An intervener is a critical component in helping deliver needs-based supports as written in a comprehensive IEP.

Is a particular license or certification required to provide this service?

At the time of this publication, there is no licensure for interveners. However, anyone providing this service must enroll in or have completed a recognized intervener training program to become a credentialed intervener.

How might those with expertise in this service provide consultation, training, or support for other school personnel?

Interveners help the school team understand the needs of students with deafblindness and ensure consistent strategies across service providers. Interveners suggest adjustments (e.g., seating, lighting, materials) to improve accessibility and share resources to enhance school personnel knowledge. Interveners observe student progress in communication and social skills, providing feedback to the team. Interveners make materials and communication accessible so the teacher can effectively teach the student.

Resources Specific to this Service

- Interveners, Wisconsin Deafblind Technical Assistance Project
- Deafblindness and Interveners, DPI
- Intervener Job Performance Rubric, DPI
- National Intervener and Advocate Association
- Initial Specialty Set: Deafblind Intervener, Council for Exceptional Children
- School Based Interveners, DPI

Occupational Therapy (School- Based)

How does IDEA define this type of service?

According to IDEA, occupational therapy services are provided by a qualified occupational therapist (OT) and include improving, developing, or restoring functions impaired or lost through illness, injury, or deprivation; improving ability to perform tasks for independent functioning if functions are impaired or lost; and preventing, through early intervention, initial or further impairment or loss of function. Sec. 300.34 (c) (6)

How does this service support students with disabilities?

Occupational therapy services for students with disabilities are determined through the IEP process. School-based occupational therapy is available as a related service for students who are eligible for special education. Occupational therapists complete assessments and work with other members of the school-based team to help determine what is needed for a student to receive a free, appropriate public education in the least restrictive environment. Occupational therapists and occupational therapy assistants support student participation in daily school activities or "occupations." Occupational therapists and occupational therapy assistants support student's academic achievement and non-academic outcomes, including social skills, self regulation, math, reading and writing (i.e., literacy), behavior management, recess, participation in sports, self-help skills, prevocational and vocational participation, transportation, and more.

Because occupational therapists and occupational therapy assistants have expertise in activity and environmental analysis, practitioners are particularly skilled in facilitating student access to curricular and extracurricular activities. Occupational therapists and occupational therapy assistants focus on the students' strengths and can design and implement programming like Universal Design for Learning (UDL) to improve inclusion and accessibility.

Additionally, occupational therapists and occupational therapy assistants play a critical role in educating parents, educators, administrators and other school personnel. Occupational therapists and occupational therapy assistants offer services along a continuum of direct skill development, prevention, and promotion of accessibility. Occupational therapy and occupational therapy assistants also work within a district's Multi-Level Systems of Support with interventions which serve groups of students, whole classrooms, and whole school initiatives. Occupational therapy and occupational therapy assistants collaborate within the education team to support student success.

Is a particular license or certification required to provide this service?

Yes. Occupational therapy services must be provided by a licensed occupational therapist (OT) or occupational therapy assistant (OTA) that is supervised by an occupational therapist. Occupational therapists must hold a national certification from the National Board for Certification in Occupational Therapy as well as a license in Occupational Therapy (OT) or Occupational Therapy Assistant (OTA)

from the State of Wisconsin Department of Safety & Professional Services (DSPS). In addition, to work in public schools, the individual must hold a school occupational therapy license from the Wisconsin Department of Public Instruction.

How might those with expertise in this service provide consultation, training, or support for other school personnel?

Occupational therapists and occupational therapy assistants provide consultation, coaching, and training to teachers, paraprofessionals, other related services, parents, and students to increase knowledge, skills, and competencies for implementation and support or interventions provided to the student throughout the school day. Support for these team members includes offering curricular modifications for diverse learning abilities, providing carryover in classroom settings and training related to equipment use, strategies for self-regulation, and modifications to physical facilities.

Resources Specific to this Service

- Fact Sheet: Occupational Therapy's Role in School Settings, American Occupational Therapy Association (AOTA)
- 2017 What is the Role of the School Based Occupational Therapy Practitioner, American Occupational Therapy Association (AOTA)
- Resources to Support School-Based Practice, American Occupational Therapy Association (AOTA)
- Occupational Therapy and Physical Therapy: A Resource and Planning Guide, DPI
- What is the Role of the School-Based Occupational Therapy Practitioner? American Occupational Therapy Association (AOTA)

Orientation & Mobility

How does IDEA define this type of service?

Orientation and Mobility (O&M) instruction is a related service that is provided to blind or visually impaired students by qualified personnel to enable those students to attain systematic orientation and safe movement within the student's environments in school, home, and community.

How does this service support students with disabilities?

Orientation and mobility specialists teach students who are blind and visually impaired to travel safely, confidently, and independently in the student's environment. Orientation and mobility specialists work with infants, children, and adults, usually on a one-to-one basis, in a home, school, or community. Orientation and mobility specialists provide instruction in the use of the white cane, public transportation, and community safety. An orientation and mobility specialist must conduct an orientation and mobility assessment as a part of an initial evaluation for IEP services under the disability category criteria of blind and visually impaired and deafblind according to the DPI Wisconsin Disability Category Criteria Checklist. An orientation and mobility specialist works collaboratively with the IEP team to conduct the functional vision assessment as it relates to independent travel. An

orientation and mobility specialist assesses areas of the Expanded Core Curriculum (ECC) to determine student needs related to orientation and mobility.

Is a particular license or certification required to provide this service?

Yes, in Wisconsin it is required that orientation and mobility specialists have graduated from an accredited college or university training program and have Department of Public Instruction (DPI) License #1826.

Many states require orientation and mobility specialists to hold one of two national certifications:

- Certified Orientation and Mobility Specialist (COMS), Academy for Certification of Vision Rehabilitation & Education Professionals
- National Orientation and Mobility Certification (NOMC), National Blindness Professional Certification Board (NBPCB)

However, Wisconsin does not require either certification to obtain an initial license. In Wisconsin, obtaining one of these national certifications or six credits from an educator preparation program is an option for licensure renewal.

How might those with expertise in this service provide consultation, training, or support for other school personnel?

Orientation and mobility specialists provide in-service training for IEP team members and other school personnel regarding the student's IEP related orientation and mobility services. While orientation and mobility specialists must be a part of all initial evaluations, this is not the case for reevaluations. An assessment by an orientation and mobility specialist is not required during a reevaluation unless additional information is needed to determine the student's disability-related needs. IEP teams do not need to complete any of the initial criteria during a reevaluation, however, an orientation and mobility specialist may choose to do so if they want to update information.

Resources Specific to this Service

- Blind and Visually Impaired Disability Category, DPI
- Orientation and Mobility, National Center on Deafblindness
- Position Papers, Council for Exceptional Children, Division on Visual Impairments and Deafblindness
- Position Papers, Association for Education and Rehabilitation of the Blind and Visually Impaired (AER). This page links to downloadable position papers on a variety of orientation and mobility topics such as use of use of visual occlusion in instruction, university personnel preparation, low vision driving, teaching street crossing where there is no traffic control, teaching street crossing at signalized intersections, teaching through individual and group lessons, remote instruction, teaching in natural environments, assessments for students in education and life skills settings, provision of travel instruction to individuals with nonvisual disabilities, and use of visual occlusion in instruction, and the roles, responsibilities, and qualifications of orientation and mobility specialists.

Parent Counseling and Training

How does IDEA define this type of service?

Parent counseling and training is a related service in IDEA, which is defined as:

- Assisting parents in understanding the special needs of their child
- Providing parents with information about child development; and
- Helping parents to acquire the necessary skills that will allow them to support the implementation of their child's Individualized Education Plan (IEP) or Individualized Family Service Plan (IFSP).

How does this service support students with disabilities?

Research shows that family engagement improves student outcomes and therefore is a crucial part of a student's IEP. Family engagement strategies, as well as parent counseling and training, are implemented by the Local Education Agency (LEA) and not the family.

Examples of parent counseling may include:

- Training on the use of a piece of assistive technology, to allow the family to assist the child when completing assignments with it at home.
- Training and support on how to implement strategies used to support a student's routine at school and in the home environment.
- Skill reinforcement, such as in the areas of math and reading.

Parent counseling supports family engagement, which is addressed in Section II of the I-4 of the IEP. Parent counseling may be included on a student's IEP as a related service when an IEP team decides it is needed to help a student benefit from their special education. Family engagement may include having a communication plan with the family or sharing community resources.

Is a particular license or certification required to provide this service?

Depending on whether counseling or training is provided, a license may be required (see Counseling in this appendix for more information).Like any other service in the IEP, if training to parents is provided, the individual should have knowledge and experience in the content area being provided.

Resources Specific to this Service

- College and Career Ready IEP Family and Community Engagement, DPI

Physical Therapy (School-Based)

How does IDEA define this type of service?

According to IDEA, the related service of physical therapy means services provided by a qualified physical therapist Sec. 300.34 (c) (9). Services provided by a qualified physical therapist are further described in The Wisconsin Physical Therapy Practice Act, the state statute governing physical therapy practice in all settings including schools. (CHAPTER 448.50, Wis.Stats). More specifically, the American

Physical Therapy Association Section on Pediatrics defines school-based physical therapy service as one that " …assist students in accessing school environments and benefiting from their educational program."

How does this service support students with disabilities?

Physical Therapy focuses on a student's access and mobility throughout the school environment. For example, a physical therapy practitioner may support students in positioning through providing and monitoring adaptive equipment for optimal learning throughout the day and in the least restrictive environment. Physical therapy interventions are designed to enable the student to travel throughout the school environment, participate in classroom activities, and maintain and change positions in the classroom, as well as manage stairs, restrooms, and the cafeteria.

Is a particular license or certification required to provide this service?

Yes. Physical therapy practitioners (PTPs) and physical therapy assistant practitioners (PTAPs) must hold a national certification from the Federation of State Boards of Physical Therapy and must hold a license in physical therapy or physical therapy assistant from the State of Wisconsin Department of Safety & Professional Services (DSPS) as well as a school physical therapy license from the Wisconsin Department of Public Instruction.

How might those with expertise in this service provide consultation, training, or support for other school personnel?

School-based physical therapy practitioners offer valuable support and expertise to teachers, aides, administrators, and other school personnel in the form of consultation, collaboration, and training with teachers for supporting mobility, movement, and access to the environment. Physical therapy practitioners provide expertise to paraprofessionals and aid through training in mobility devices and techniques to prevent injury, as well as following through with therapeutic exercise. Physical therapy practitioners also collaborate with other related services, such as occupational therapy practitioners and speech-language pathologists, to support a holistic approach to interventions. Consultation, training, and guidance from a physical therapy practitioner ensure students' physical needs are met and that students can participate to the greatest extent possible in all aspects of school routines and activities.

Resources Specific to this Service

- Occupational Therapy and Physical Therapy: A Resource and Planning Guide, DPI
- The Role of School-based Physical Therapy: Successful Participation for All Students, American Physical Therapy Association
- Providing Physical Therapy in Schools Under IDEA 2004, American Physical Therapy Association

School Nursing Services & School Health Services

How does IDEA define this type of service?
IDEA defines the related service of *school nurse services and school health services* as health services designed to enable a student with a disability to receive FAPE as described in the student's IEP. School nurse services must be provided by a qualified school nurse. School health services may be provided by either a qualified school nurse or another qualified person. 34 CFR 300.34(c)(13)

How do these services support students with disabilities?
School Nurse Services are services provided by a qualified school nurse or registered nurse. School Health Services are services that may be provided by either a qualified school nurse, registered nurse, or other qualified individual. School nurses in Wisconsin are registered nurses with additional education in public health and, for those with baccalaureate or master degrees education in leadership, case management, and quality improvement. Both services provide support that addresses the severity and nature of a student's physical or mental health condition and allow the student to attend school and work towards the student's IEP goals.

In Wisconsin, school personnel without healthcare licenses may be qualified to provide certain health services or perform certain medical procedures if trained and supervised by a school nurse or registered nurse.

For example, a student may require gastrostomy tube feedings to maintain nutritional status while at school. This tube feeding could be performed by classroom teacher assistants under the nursing delegation of the school nurse. The school nurse would provide the related service of School Nurse Services to assess the student's health, determine if the procedure can be delegated to an unlicensed assistive personnel, and train and supervise the school personnel performing the delegated procedure . The trained personnel would provide the related service of School Health Services.

Additionally, Nursing Services include assessment and monitoring of a student's health condition or status, communication with caregivers and healthcare providers, emergency response planning, and medication management to minimize the impact of the health condition on attendance and the attainment of IEP goals.

Is a particular license or certification required to provide this service?
Yes. To provide School Nursing Services the individual must have a registered nurse license valid in the state of Wisconsin.

How might those with expertise in this service provide consultation, training, or support for other school personnel?
The Wisconsin Nurse Practice Act requires that certain medical procedures either be performed by a registered or licensed practical nurse or be delegated to less skilled assistants by a registered nurse who retains authority and responsibility for the nursing act. Therefore, school nurses and registered nurses may delegate care

to school personnel. This requires training and ongoing support, supervision, and evaluation. School nurses and registered nurses often develop emergency action plans and health plans for school personnel to follow to meet the safety and health needs of students. Nurses often provide training and consultation to school personnel administering medication under the authority of the school administrator as per Wisconsin Stat. Sec. 118.29.

Resources Specific to this Service

- School Nurse Documentation in College and Career Ready IEPs, DPI
- School Nurse Definition, Licensure, and Certification, DPI
- Use of Delegation in the School Setting (2019), DPI

School Psychological Services

How does IDEA define this type of service?
34 CFR 300.34(c)(10) states that ***Psychological services*** includes

(i) Administering psychological and educational tests, and other assessment procedures;

(ii) Interpreting assessment results;

(iii) Obtaining, integrating, and interpreting information about child behavior and conditions relating to learning;

(iv) 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;

(v) Planning and managing a program of psychological services, including psychological counseling for children and parents; and

(vi) Assisting in developing positive behavioral intervention strategies.

How does this service support students with disabilities?

"School psychologists apply expertise in mental health, learning, and behavior to help children and youth succeed academically, socially, behaviorally, and emotionally. School psychologists partner with families, teachers, school administrators, and other professionals to create safe, healthy, and supportive learning environments that strengthen connections between home, school, and the community." (Adapted from National Association of School Psychologists). School Psychologists often apply this knowledge through the comprehensive special education evaluation and College and Career Ready IEP processes.

Is a particular license or certification required to provide this service?

Yes. A license in school psychology is required to provide services within their scope of practice. However, some psychological services are also appropriately provided by other trained personnel, including school social workers and school counselors depending on the individual's training and expertise.

How might those with expertise in this service provide consultation, training, or support for other school personnel?
According to the NASP Practice Model: "School psychologists understand varied models and strategies of consultation and collaboration applicable to individuals, families, groups, and systems, as well as methods to promote effective implementation of services." School Psychologists can apply unique knowledge and expertise about child development, learning, and behavior to work with parents and professionals in order to meet the unique needs of children with disabilities.

Resources Specific to this Service

- Who Are School Psychologists? National Association of School Psychologists (NASP)
- The Wisconsin School Psychology Association (WSPA)
- School Psychology Webpage, DPI

School Social Work Services

How does IDEA define this type of service?
Social work services in schools includes—

(i) Preparing a social or developmental history on a child with a disability;

(ii) Group and individual counseling with the child and family;

(iii) Working in partnership 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;

(iv) Mobilizing school and community resources to enable the child to learn as effectively as possible in his or her educational program; and

(v) Assisting in developing positive behavioral intervention strategies.
300.34(c)(14)

How does this service support students with disabilities?
Social and developmental histories help provide a more comprehensive perspective on the student's strengths and needs in various settings. School social work services provide information on early childhood, attachment, growth and development, mental and physical health history, family environment, cultural considerations, trauma exposure, and trends in behavior. Social histories provide additional opportunities to learn about a student's strengths, natural support systems, and communities. This holistic view of the student assists the IEP team in understanding strengths and concerns that impact school performance and progress. School social work services can also help identify additional resources outside of the school system that may support needs.

The social developmental history is one piece of a comprehensive special education evaluation. School social workers are trained to ask in-depth questions in a sensitive manner to help the IEP team. School social workers add information from this process to additional data and evidence collected. School social workers may also conduct assessments and observations to better inform the IEP team of social, emotional, and behavioral functioning. The IEP team reviews comprehensive special education evaluation data to determine whether social work as a related service should be added to support students in progressing toward IEP goals. School social workers utilize evidence-based interventions and monitor effectiveness.

Group and individual counseling assists students by addressing barriers to well-being and academic progress viewed through an ecological systems lens to support progress towards a specific IEP goal. Strengths are matched to needs to improve student functioning and to reduce barriers in the environments and systems around them (such as the family, school, community, and societal systems). Strategies to navigate barriers, particularly those barriers that stem from challenges outside of the school, can be supported through group and individual counseling, as well as other resource allocation.

Since a child's living situation can impact a child's adjustment in school, it is imperative to work in partnership with parents and caregivers to promote a student's ability to meet a specific IEP goal. Reducing family stress related to grief, transitions, and separations through brief intervention and referrals may help to stabilize a family. Assisting with housing or other poverty-related needs are additional examples. School social workers may also collaborate with parents on cultural and linguistic needs and serve as advocates for reducing the impacts of systemic oppression. These activities promote student and family engagement with academics and the IEP process.

Mobilizing school and community resources enables the student to learn as effectively as possible in the student's educational program and support specific IEP goals. These services may include ensuring students and families are aware of and able to access basic needs, academic supports, assistive technologies, funding programs for children with disabilities, out-of-school time programs, mental health and crisis services, specific disability support organizations, person-centered planning, health services, and transition supports. School social workers may need to build coalitions and partnerships where services are inadequate to address needs.

When school social workers assist in developing positive behavioral intervention strategies, student and family voice and choice is promoted. School social workers bring a strengths-based, trauma-sensitive, culturally-responsive lens to identifying the root cause of challenges and finding positive solutions within the various system levels that exist. School social workers are able to bring family, community,

and societal considerations to better reach the root cause and craft effective solutions.

Is a particular license or certification required to provide this service?
Yes. A DPI school social work license is required to provide school social work services.

How might those with expertise in this service provide consultation, training, or support for other school personnel?
School social workers may provide consultation to case managers, teachers, and paraprofessionals for collaboration and coordination in services provided towards reaching an IEP goal. Strategies, skill teaching and practice, and relationship building may then be more consistent across adults the student will interact with throughout the school day. School social workers can provide other personnel with a more comprehensive picture of the student's life and functioning outside of school to the appropriate extent and with consent, assent, and confidentiality practices in place. School social workers provide training and skill development to personnel, including better understanding of the impacts on development and learning of trauma and historical and present day oppression. School social workers help teachers understand the fluctuating mental health needs of students and how to provide better access to the educational program based on current needs. School social workers support various school teams, such as problem-solving teams, positive behavioral interventions work, crisis and threat assessment teams, and school-based mental health teams to best support all students, including students with IEPs.

Resources Specific to this Service

- Role of School Social Worker in WI, Sample Job Descriptions, Models and Standards, DPI
- Role of a School Social Worker, School Social Work Association of America (SSWAA)
- NASW Standards for School Social Work Services, National Association of Social Workers (NASW)

Speech and Language Services

How does IDEA define this type of service?
In schools, speech and language services are specialized support services provided by licensed speech-language pathologists (SLPs) to help students with communication disorders that impact the student's educational performance. These services are designed to help students develop or improve the communication skills needed to participate fully in the classroom and achieve academic success.

The inclusion of services from a speech-language pathologist in a student's IEP ensures that the student receives necessary support to improve communication

skills and succeed in the student's educational environment. In Wisconsin, specially designed instruction or related services for disability-related needs in communication can be provided by a speech-language pathologist if a student has met any of the disability category criteria outlined in PI 11.36.

How does this service support students with disabilities?
According to IDEA, Speech-language pathology services includes:

(i) Identification of children with speech or language impairments;

(ii) Diagnosis and appraisal of specific speech or language impairments;

(iii) Referral for medical or other professional attention necessary for the habilitation of speech or language impairments;

(iv) Provision of speech and language services for the habilitation or prevention of communicative impairments; and

(v) Counseling and guidance of parents, children, and teachers regarding speech and language impairments.

These services may address a variety of communication needs, such as articulation, language, fluency, or voice.

Is a particular license or certification required to provide this service?
Yes, in order to work in a Wisconsin public school, you must hold a license from the Wisconsin Department of Public Instruction (DPI). DPI provides options for licensure for someone to provide speech and language services to students in a Wisconsin public school.

How might those with expertise in this service provide consultation, training, or support for other school personnel?
Speech-language pathologists develop personalized strategies to support a student's individual needs in the area of communication. Speech-language pathologists provide training to school personnel on communication needs and supports in the general education environment.

Resources Specific to this Service

- Speech or Language Impairment, DPI
- School Speech and Language Pathologists, DPI
- Information Update Bulletin 24.02: Considering Services from a Speech-Language Pathologist for Students with Disability-Related Needs in the Area of Communication , DPI
- Roles and Responsibilities of SLPs in Schools, American Speech-Language-Hearing Association (ASHA)

Transportation Services

How does IDEA define this type of service?
The related service of transportation includes transportation to and from school and between schools, as well as travel in and around school buildings. It also includes specialized equipment, such as special or adapted buses, lifts, and ramps, if required to provide special transportation. 20 U.S.C. §1401(26); 34 CFR § 300.34 (c)(16).

How does this service support students with disabilities?
Transportation permits a student with a disability to attend school and travel in and around school buildings. Students with disabilities are entitled to transportation as a related service only if the IEP team has determined that transportation is necessary for the student to benefit from special education. Outside of IEP team determinations about specialized transportation, state and local officials set most transportation policies and procedures.

Is a particular license or certification required to provide this service?
There is no particular educator license or certification to provide transportation. Drivers must hold the appropriate commercial license from the Wisconsin Department of Transportation.

How might those with expertise in this service provide consultation, training, or support for other school personnel?
There may be a need for school personnel training and communication related to transportation issues and safety. Considerations include type of vehicle, specialized equipment and safety devices, assistance and supervision during transport, administration of medical treatment, and student communication needs. This would be determined by the IEP team and documented on the IEP in the section regarding program modifications or supports for school personnel.

Resources Specific to this Service

- Information Update Bulletin 18.01: Transportation Questions and Answers, DPI
- Pupil Transportation Overview, DPI
- Special Education Transportation, DPI
- School Bus Driver License Information, Wisconsin Department of Transportation

Wisconsin Department of Public Instruction
201 West Washington Avenue
Madison, WI 53703
(608) 266-7475

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