

Special Education Related Services – Description of Service
A Technical Assistance Document

ARSD24:05:28:01. Least restrictive program to be provided.

Children in need of special education or special education and related services, to the maximum extent appropriate, shall be educated with children who are not disabled and shall be provided special programs and services to meet their individual needs which are coordinated with the regular educational program. Special classes, separate schooling, or other removal of children with disabilities from the regular educational classroom may occur only when the nature or severity of the child's needs is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily.

§300.320 Definition of individualized education program.

(4) A statement of the special education and related services and supplementary aids and services, based on peer-reviewed research to the extent practicable, to be provided to the child, or on behalf of the child, and a statement of the program modifications or supports for school personnel that will be provided to enable the child...

(Cross Reference ARSD24:05:27:01.03.-Content of individualized education program.)

§300.320 (a)(7) Comment Initiation, Frequency, Location and Duration of Services

What is required is that the IEP include information about the amount of services that will be provided to the child, so that the level of the agency's commitment of resources will be clear to parents and other IEP Team members. The amount of time to be committed to each the various services to be provided must be appropriate to the specific service and clearly state in the IEP in a manner that can be understood by all involved into the development and implementation the IEP.

Description of Service:

The description of services must reflect each of the areas in which the student was determined to be eligible. Areas of eligibility include reading decoding, math, behavior, listening comprehension, reading fluency, reading comprehension, fine motor, gross motor, language, articulation, etc. Each area listed under “Description of Services” should be linked to a goal which reflects a need identified through evaluation. Those needs represent each skill area that is affected by the disability. Statements such as “study hall” and “Social Studies” are not skill areas affected by the disability and should not be used as a description of service.

For younger students determined eligible under the category of developmental delay, the areas affected by the disability would include cognitive, adaptive, social/behavior, fine motor, gross motor, articulation and/or language. If cognitive is too general of a term, then consider using such terms as pre-reading or literacy, pre-math etc.

Amount of service (time):

A statement of time dedicated to each service area must be clearly stated so all IEP team members understand the amount of time that must be committed each day and how many days a

week the service will be provided. This amount of service constitutes the students “specialized instruction”. Therefore, when the IEP team clumps together services, “special education 50 minutes 5 times per week” or “speech and language 20 minutes 3 time per week” there is no clear understanding of how much specialized instruction will be devoted to each skill area affected by the disability.

Location of Service:

The team must decide where (the location) the student’s specialized instruction can best be provided. Specialized instruction can be provided in one or a combination of settings or locations such as general education classroom, resource room, therapy room, library, study hall etc. When determining the location of service, the team must take into account least restrictive environment. The total amount of time the student is removed from his/her peer’s results in where the student is on the continuum of alternative placement. Every effort should be made to try each option on the continuum moving from least to most restrictive.

Example 1:

Student is a 3-5 years old child who is eligible in all 5 developmental areas plus speech and language.

Special Education to be provided:

<u>Description of services</u>	<u>Amount of service</u>	<u>Location of service</u>
Cognitive (Pre-reading)	15 minutes 3x week	Early childhood preschool
Cognitive (Pre-reading)	15 minutes 3x week	Special Ed. preschool
Cognitive (Pre-math)	15 minutes 3x week	Early childhood preschool
Adaptive: (dressing)	10 minutes 3x week	Special Ed. preschool
Fine motor (pre-writing)	15 minutes 3x week	Early childhood preschool
Communication: Articulation	20 minutes 3x week	Speech room
Communication: Language	10 minutes 2x weeks	Early childhood preschool
Personal/Social: Behavior	20 minutes 5x per week	Early childhood preschool

Example 2:

Student is determined eligible under the category of specific learning disability in the areas of reading fluency, written expression and oral expression with some behavior/social issues.

Special Education to be provided:

<u>Description of services</u>	<u>Amount of service</u>	<u>Location of service</u>
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Reading Fluency	10 minutes-5 days/wk	General Classroom
Reading Fluency	20 minutes-5 days/wk	Resource Room
Written Expression	15 minutes-3 days/wk	General Classroom
Oral Expression	15 minutes-3 days/wk	Resource Room
Social Skills	15 minutes-3 days/wk	Resource Room

Example 3:

Student determined eligible due to issues in the areas of language and articulation.

Special Education to be provided:

<u>Description of services</u>	<u>Amount of service</u>	<u>Location of service</u>
Language (Language group)	15 minutes-2 days/wk	General Classroom
Language	15 minutes-3 days/wk	Speech Path Room
Articulation	15 minutes-2 days/wk	Speech Path Room

Example 4:

A student with poor comprehension and inability to read multi-syllable words correctly and limited vocabulary was determined eligible with needs in the area of reading comprehension. The team determined he/she needs to come to the resource room to reinforce content vocabulary especially for science, social studies and English. The student would receive all instruction in the general classroom and would work on the skill area affected by the disability (reading comprehension) during a portion of their study hall period.

Special Education to be provided:

<u>Description of services</u>	<u>Amount of service</u>	<u>Location of service</u>
Reading	30 minutes 5x per week	Resource Room

A Para-professional will be present for 30 minutes a day 4 days per week in the Language Arts class.

Example 5:

A student has behaviors so disruptive that he/she requires a safe and controlled environment to consistently implement behavior intervention strategies and teach socially appropriate behaviors. The student's program consists of behavior and social goals. The team decides all core classes will be taught in the resource room to accommodate consistent behavior programming.

This type of description of services would easily allow the team to address a systematic reintegration into the general classroom as the student's behavior improves class by class. This does reflect the entire school day as instruction/feedback is being provided and monitored every minute of the day.

Special Education to be provided:

<u>Description of services</u>	<u>Amount of service</u>	<u>Location of service</u>
Social Skills Instruction	30 minutes 5 x week	Resource Room
Counseling	30 minutes 5x week	Counselors Office
Behavior (Math)	50 minutes 5 x weekly	Resource Room
Behavior (Science)	50 minutes 5 x weekly	Resource Room
Behavior (Social Studies)	50 minutes 5 x weekly	Resource Room
Behavior (Language Arts)	50 minutes 5 x weekly	Resource Room

A paraprofessional will be assigned 1 to 1 to consistently implement behavior intervention strategies during all other times when integrated with his/her peers. (i.e. lunch, recess, PE, music)

Example 6:

A student whose curriculum needs reflect the alternate content standards could still receive some of their instruction in the general classroom with his/her peers and have skills reinforced in the resource room.

Special Education to be provided:

<u>Description of services</u>	<u>Amount of service</u>	<u>Location of service</u>
Reading (Survival)	30 minutes 5x week	Resource Room
Math (Functional)	30 minutes 5x week	Resource Room
Behavior (Task Attention)	30 minutes 5 x week	Resource Room
Self Help (ADL)	60 minutes 5x week	Resource Room
Listening Comprehension	30 minutes 3x week	General Ed. Classroom
Language	30 minutes 5 x week	General Ed Classroom
Language	20 minutes 3x week	Speech Room
Language	20 minutes 2x week	Resource Room

Example 7:

Student determined eligible under the category of specific learning disability in the areas of reading decoding and basic reading.

Special Education to be provided:

<u>Description of services</u>	<u>Amount of service</u>	<u>Location of service</u>
Reading	50 minutes-5 days/wk	Resource room
Reading – student will come to the resource room for home work assistance and tutoring in science and world history.	50 minutes-5 days/wk	Resource room

Example 8:

Student determined eligible as prolonged assistance and receiving services through an alternative curriculum.

Special Education to be provided:

<u>Description of services</u>	<u>Amount of service</u>	<u>Location of service</u>
Adaptive Skills	60 minutes-5 days/wk	Self Contained Room
Behavior	30 minutes-5 days/wk	Self Contained Room
Communication	30 minutes-5 days/wk	Self Contained Room
Gross Motor	45 minutes/wk	Gymnasium
Fine Motor	30 minutes/wk	Library

(Student) will remain in the resource room for remaining hours of school and work on generalizing all skills taught during instruction.

Additional things to keep in mind:

1. There are many different ways to document how the IEP team develops the configuration of service for a student. Remember it must represent a “clear picture” not only to the family but to those responsible for implementing the program. Refer to the “program” (annual goals) the IEP developed for the student. The program represents the skill areas affected by the disability as well as the description of services.
2. The IEP team must determine the placement of the student on the continuum of alternative placement in order to document the justification for placement. The total amount of time the student is “removed or separated” from his/her peers is the only amount of time considered when calculating the percentage.
3. The intent of “Special Education Service to be provided” is to reflect the amount of special education time and services the district is committed to provide for the student in order to provide Free Appropriate Public Education (FAPE). The intent of “services to be provided” is not to account for the student’s entire day but rather to reflect the amount of instruction time the student needs that represents his/her specialized instruction. A schedule can be developed to reflect a student’s entire day.
4. Caution needs to be taken that the district’s services reflect what instructional time the student needs and not reflect the entire class period so it is convenient for scheduling. The student is pulled out of 8th grade math for the entire 55 minutes. Doing so is in conflict with the entire concept “that all students need to receive instruction in the general curriculum” which is the general concept encouraged by No Child Left Behind (NCLB) and ARSD 24:05:28:01 Least Restrictive Program to be Provided.