



SEPAG

Related Services

October 12, 2023

What are Related Services?

Related Services • 56363. (a) As used in this part, the term "designated instruction and services" means "related services" as that term is defined in Section 1401(26) of Title 20 of the United States Code and Section 300.34 of Title 34 of the Code of Federal Regulations.





Types of Related Services

Speech

OT

PT

**Behavioral
Services**

Counseling



Speech Therapy

Speech and language problems can make it hard for your child to learn in school. Speech-language pathologists, or SLPs, can help your child succeed. SLPs can address address personal, social/emotional, academic, and vocational needs that have an impact on attainment of educational goals or have an educational impact.

Speech Therapy

Your child may have gotten help for speech or language problems before they started school. Or, you may notice problems when they start school. Your child may have trouble with:

- **Speech sounds.** They may have trouble saying sounds. They may not speak clearly and be hard to understand.
- **Language and literacy.** Your child may have trouble understanding what they hear. They may not follow directions or answer questions well. It may be hard for them to tell others about their thoughts. They may not say the correct words or say only short sentences. Language problems can also make reading and writing harder.
- **Social communication.** Your child may have trouble talking with other children. They may not make friends easily. They may not understand what others think or how they feel.
- **Cognitive communication.** These are the thinking skills your child needs to remember, solve problems, and use her imagination. Learning disabilities and brain damage can cause these types of problems.

Speech Therapy

- **Feeding and swallowing.** It may sound strange to think of eating as a school problem, but it can be. Feeding and swallowing problems can make it hard for your child to eat and drink enough during the day. This can make it hard to learn. It can also make social times, like lunch or snack, harder for your child.
- **Stuttering.** Your child may have trouble speaking smoothly. They may repeat sounds or words or have long pauses when they talk. Stuttering can make it hard to answer questions or give speeches in class. It can also make it hard to talk to friends.
- **Voice.** Your child may sound hoarse or lose their voice. They may sound like they talk through their nose, called nasality. Their voice may be too loud or too soft. Voice problems can make it hard to talk in class or with friends.

Assistive Technology Devices

Assistive technology is a tool to support achievement of goals and progress in the general curriculum by establishing a clear relationship between student needs, assistive technology devices and services, and the student's goals and objectives. Assistive Technology devices can help students communicate more effectively in the school setting. Evaluations are performed by a certified professional and different devices are presented to the student. The teachers, parents, and student are trained on how to utilize the chosen device, and the services are added to the student's IEP.

Effects on learning

You need language skills to communicate. And you need to communicate to learn. Reading, writing, gesturing, listening, and speaking are all forms of language. The better your communication skills, the better you will do in school.

Does your child have speech or language problems? They may not be able to do grade-level work. They may have trouble reading, writing, and spelling. They may not understand social cues, like what a person means when they nod or look away as you speak. They may have trouble taking tests and may not want to go to school.

The school SLP should see your child. Each school has a process you need to follow to have your child seen. Your child may get referred to a child study team for testing. The SLP may be a part of this team, along with teachers, special education teachers, a psychologist, or others.

Speech Activities at Home

- Model and encourage language with every activity that you do together. Such as,
 - Baking
 - Taking a bath
 - Drawing
 - Bubbles
- Play games- model turn taking and reciprocal conversation
- Read books- read to your child and have them identify picture or practice sounds in words that they are working on
- Scavenger hunt- go out for a walk and find things in the environment. Label by color, smell, size etc.
- Follow your child's lead and speak with them about whatever it is they want to speak about!
- Build with blocks- work on prepositional phrases (on, under, in)
- Play on the playground- encourage social interactions, descriptive language, exploration

Occupational Therapy

- School-based occupational therapists (OTs) support a student's ability to participate in daily school activities or "occupations."
 - School Occupation Examples:
 - Near/far point copying
 - Scissor skills
 - Writing and coloring
 - Toileting routines
 - Lunch/snack routines
- Occupational therapists support academic and non-academic outcomes that directly impact a student's ability to functional within the educational context.
- School-based therapy vs. medical model (outpatient):
 - Medical model: can address **any** deficit area for a student as long as the funding source allows it (private pay or insurance).
 - School-based: address deficit areas that are related to and impact a students education.

Occupational Therapy

AREAS ADDRESSED IN SCHOOL

- Fine motor skills
- Visual motor skills
- Visual perceptual skills
- Sensory processing and integration skills
- Self-help skills:
 - Zippers, buttons, shoe tying
 - opening/closing snack containers
 - Accessing the bathroom
- Social skills
- Executive functioning skills

OT Activities at Home

- Complete activities on a vertical surface (easel)
- Board games:
 - Pop the Pig
 - Yeti Spaghetti
 - Sneaky Snacky Squirrel
- String beads
- Play-doh
 - Encourage cutting practice using play-doh scissors
- Stickers
- Dropping coins in a bank
- Baking
- Building with blocks
- Coloring/ painting
 - Use small, broken crayons, pip-squeak markers, or Q-tips for paint
- Sensory tray with shaving cream
- Tearing paper
- Sorting buttons
- Playing on the playground
- Using tongs to pick up small items
- Make a sensory bin with various fillers (like beans or dried rice) and small manipulatives like magnet letters

Physical Therapy

School based physical therapists:

1. Use a comprehensive approach to evaluate and assess a child's needs in his/her educational environment.
2. Collaborate with team members, including students, parents, teachers, speech therapists, occupational therapists, physical education teachers, psychologists, social workers, and learning consultants.
3. Provide treatment, program consultation, and environmental modifications for students with disabilities to improve performance within the educational environment

Physical Therapy



AREAS ADDRESSED IN SCHOOL

- Postural control
- Balance
- Strength and stability
- Motor control and coordination
- Endurance
- Functional mobility and accessibility within the educational environment
- Gross motor skills

PT Activities at Home

1. Encourage exploration at the playground on a variety of equipment.
2. Encourage riding a tricycle, bike, or scooter.
3. Toss a ball back and forth while practicing sight words, skip counting, or math facts.
4. Encourage your child to play games on his/her stomach while propped on elbows .
5. Consider enrolling your child in a individualized or team sport.

No matter what you choose, remember, the most important goal is for your child to feel successful and have fun!




Adaptive Sports Programs

Sports Unity Program - Free program through Marlton Recreation Council that pairs students with special needs with a typically developing buddy.

TOPSoccer - Soccer in an inclusive environment

Hippotherapy - Therapeutic horseback riding



Resources:

1. American Occupational Therapy Association Inc. "Occupational Therapy in School Settings." 2016.
2. *School Based vs. Clinical Based Therapy - Region 10 Website*. LLAThery. (2021, February 21).
[https://llatherapy.org/clinical-based-and-school-based-occupational-therapy-whats-the-difference/#:~:text=First%2C%20with%20the%20medical%20model,IEP%20\(Individualized%20Education%20Program\).](https://llatherapy.org/clinical-based-and-school-based-occupational-therapy-whats-the-difference/#:~:text=First%2C%20with%20the%20medical%20model,IEP%20(Individualized%20Education%20Program).)



Counseling

Students thrive when they feel supported by a network of adults working together to create a supportive environment. Some students, in their IEPs, will have group or individual counseling sessions to address their unique needs. Given the nationwide mental health crisis, more students than ever will benefit from the related services of counseling sessions.

Behavioral Services

Behavior Analysts (BCBAs) are knowledgeable and skilled in working with teachers, behavior teams, and school leaders to assess, design, implement, train, coach, and evaluate evidence-based schoolwide and classroom management plans to improve educational outcomes. BCBAs can address specific needs for our most vulnerable populations. Weekly or monthly consults may be added to a student's IEP, as a related service, to support behavior improvement.

Transitioning to Northern Burlington Regional School District and What To Expect Regarding Related Services

Related Services:

Speech Therapy

Occupational Therapy

Physical Therapy

Behavioral Intervention

Counseling Services

Personal, 2:1, 3:1 Aide

Nursing services

Assistive Technology Consultation

Eligibility/Therapy Goals:

To qualify for related services, the student's delay/disability needs to adversely affect his/her ability to be successful in the classroom-setting.

Goals at the Middle and High School level are written as curriculum-based in conjunction with the student's grade-level curriculum and/or functional-based as relating to the academic environment.

Speech-Language, Occupational and Physical Therapy Services

Common Models for Therapy at MS/HS::

1. Pull-out therapy services in service provider room- this model of service is utilized for students:
 - a. placed in general education and in-class support (ELA) classes. Services are commonly 1x-2x/monthly, either individually or small-group.
 - b. placed in the MD/LLD/transition classes and have more extensive S-L goals. Services are commonly 1x/weekly, either individually or small-group.
2. Push-in to classroom therapy services- this model of service is utilized for students placed in Pull-out Resource Replacement (ELA) Programs, Multiple Disabilities (MD) Classroom, Learning or Language Disabilities (LLD) classroom and the Transition Program. Services are 1x/weekly for 30-minute sessions.
3. Consultative Services: this model of service is utilized for students who mastered goals the previous year, but may struggle with the transition to the next school year and would benefit from a “safety-net” for support. The Related Service Provider checks-in with the student and his/her teachers as the year progresses and provide supports, as needed. Services are commonly 1x/monthly 20-minutes or 1x/quarterly 20-minutes.



Conclusion

There are many related service therapies that can assist and support your child's learning in school.



Thank you!
Questions?