

Related Services Defined

A student who qualifies to receive special education services may receive related services to assist them to fully participate and receive benefit from special education. In some cases, a student who has a disability may not require special education services, therefore not qualifying as a student with a disability under the Individuals with Disabilities Education Act (IDEA). The student may still qualify for related services under Section 504 if the student's disability limits their ability to learn or carry out major life activities such as walking, seeing, hearing, breathing, communicating, or learning for example. Related services are the supportive services or activities necessary for some students with disabilities to maximize their educational outcomes. This tipsheet is intended to improve your knowledge of different related services and how the Individuals with Disabilities Education Act (IDEA) defines them.

ASSISTIVE TECHNOLOGY

Assistive technology (AT) is a service that helps a student with disability to meet their individualized education program goals and to access and participate in the general education setting to the greatest extent possible. IEP teams must consider assistive technology (both devices and services) for each child who has a qualifying disability. Services might include:

- Evaluating the student's need for a device
- Buying, leasing, or acquiring the device
- Selecting, fitting, adapting, repairing, or replacing the device as needed
- Coordinating the services for a student who uses a device including but not limited to therapies and education,
- Providing training or technical assistance to the student, family, teachers, or others involved in the use of the device.

AUDIOLOGY

A school audiologist helps a student with hearing loss or an auditory processing disorder to access classroom curriculum. Audiologists are trained to provide a variety of services, such as fitting and maintaining technology like FM systems; providing in-service training, consulting, and guidance to support personnel, teachers, and families; participation in IEP meetings; diagnosing or assessing hearing loss and auditory processing disorders; troubleshooting or executing minor hearing aid repairs; assessing student's functional classroom performance; conducting a hearing screening; and assessing classroom acoustics for students who have hearing disorders.

The definition of audiology as a related service appears at §300.34(c)(1) and reads:

(1) Audiology includes—

- (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;



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- (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. [§300.34(c)(1)]

Audiology is primarily provided to support the needs of children with hearing loss and includes (but is not limited to) key services such as determining the range, nature, and degree of a child's hearing loss and both group and individual needs for amplification.

The National Institute on Deafness and Other Communication Disorders (2016) estimates that about 2 to 3 out of every 1,000 children in the United States are born with a detectable level of hearing loss in one or both ears. Because it's so important to identify and address childhood hearing loss as early as possible, universal newborn hearing screening programs currently operate in all U.S. states and most U.S. territories (National Institute on Deafness and Other Communication Disorders, 2017). With help from the federal government, every state has established an Early Hearing Detection and Intervention program. The state of Alabama's services are coordinated through the:

Alabama EHDI Coordinator
Bureau of Family Health Services
Alabama Department of Public Health
201 Monroe Street
Montgomery, AL 36104
Phone: 334-206-2944

Some schools have hearing screening programs and staff trained to conduct audiology screenings of children. Others may participate in regional cooperatives or other arrangements that provide audiology services. Those school districts that do not have diagnostic facilities to evaluate children for hearing loss and related communication problems or central auditory processing disorders may refer children to a clinical setting, such as a hospital or audiology clinic, or make other contractual arrangements.

COUNSELING SERVICES

School counselors work with all students including those with disabilities. The school counselor may not participate in all IEPs but should be made aware of the services for a student with a disability. School counselors may work with a student in counseling to address issues that interfere with their educational success. Counselors communicate with families and other agencies, as well as assisting general educators in inclusive settings with issues related to behavior and classroom management. Counselors may also work with students on mental health and postsecondary transition planning such as the transition to work or college.



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IDEA defines counseling services as follows:

(2) Counseling services means services provided by qualified social workers, psychologists, guidance counselors, or other qualified personnel. [§300.34(c)(2)]

According to the American School Counselor Association (n.d.), counseling services are intended to help all children in the areas of academic achievement, personal/social development and career development. This can include helping children with personal and social concerns such as developing self-knowledge, making effective decisions, learning health choices, and improving responsibility. Counselors may also help children with future planning related to setting and reaching academic goals, developing a positive attitude toward learning, and recognizing and utilizing academic strengths.

Note that IDEA's list of related services includes other counseling services—parent counseling and training; and rehabilitation counseling (that is, counseling specific to career development and employment preparation). These are defined separately in IDEA and are clearly different from counseling services (which are also not to be confused with psychological services).

EARLY IDENTIFICATION AND ASSESSMENT OF DISABILITIES IN CHILDREN

Many young children receive special education services under the disability category of developmental delay. Their need for individualized services is clear, even though their disability is not readily identifiable. As a related services, early identification and assessment of disabilities in children requires the implementation of a formal plan to identify the child's specific disability as early in their life as possible. In order for a student to benefit from their special education program, an IEP team can establish a written plan, as part of the IEP, to outline the process to undertake to help identify the student's disability.

This related service is defined at §300.34(c)(3) as follows:

(3) Early identification and assessment of disabilities in children means the implementation of a formal plan for identifying a disability as early as possible in a child's life.

The disability and medical fields are full of information about early identification of disabilities in children as well as assessing the scope and impact of a child's disability. This literature is focused on system-level issues such as setting up screening programs for specific disabilities (e.g., autism, speech-language impairment, visual and hearing impairments) and establishing mechanisms within the educational system by which children at risk of learning problems are quickly identified and their learning issues addressed.

As a related service, however, early identification and assessment of disability in children represents an individual service for one child. If a child's IEP team determines that identifying and assessing the nature of a child's disability is necessary in order for the child to benefit from his or her special education, then this related service must be listed in the child's IEP and provided to the child by the public agency at no cost to the parents. A formal plan would be written to establish the process and procedures by which the child's disability will be identified.



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This may seem strange—identifying the disability? Isn't that one of the purposes of evaluation? True. But disability can elude diagnosis, even as it adversely affects academic and functional performance in clear and measurable ways. Permitting states to adopt the term “developmental delay” acknowledges that it's not always possible to say what's causing a learning or other problem, but that intervention is still necessary. Early identification and assessment of disability in children, as a related service, acknowledges that continuing to search for and identify the disability as early as possible in a child's life may be necessary if the child is going to derive benefit from special education.

INTERPRETING SERVICES

This related service provides support to students who are deaf or hard of hearing so that they can access their educational program. It includes a range of services, such as oral language, or sign-language transliteration services, and transcription services like communication access real-time translation (CART). It further includes special interpreting services for students who are deaf-blind.

Interpreting services were added to IDEA's list of related services in the 2004 reauthorization and are defined at §300.34(c)(4) as follows:

(4) Interpreting services includes—

(i) The following, when used with respect to children who are deaf or hard of hearing: Oral transliteration services, cued language transliteration services, sign language transliteration and interpreting services, and transcription services, such as communication access real-time translation (CART), C-Print, and TypeWell; and

(ii) Special interpreting services for children who are deaf-blind. [§300.34(c)(4)]

Interpreting services may be new to IDEA's definition of related services, but they are been provided over the years to many children who are deaf or hard of hearing, as part of providing them with access to instruction. The definition of interpreting services indicates a range of possible such services (e.g., oral transliteration, cued language), all of which refer to specific communication systems used within the deaf and hard-of-hearing community.

MEDICAL SERVICES

Medical services qualify as a related service when used for diagnostic or evaluation purposes only. This is a related service only when provided by a licensed physician to determine a child's medically related disability and the need for special education and related services.

Medical services are considered a related service only under specific conditions: when they are provided (a) by a licensed physician, and (b) for diagnostic or evaluation purposes only. This is clear from the definition at §300.34(c)(5):

(5) Medical services means services provided by a licensed physician to determine a child's medically related disability that results in the child's need for special education and related services.



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This related service has a long and interesting history that has only gotten more interesting as medical science has advanced and children with diverse medical conditions are being educated in increasing numbers in general education classrooms. The support that many such children need in order to attend school, school districts have argued, is medical in nature, complex and continual, and is not the responsibility of public agencies because IDEA clearly states that medical services are allowable related services only when provided for diagnostic or evaluation purposes.

The case of Cedar Rapids Community School District v. Garret F., which took place in 1999, turned the gray line about the provision of related services to children with complex medical needs into a “bright line” (“Supreme Court adopts,” 1999). The U.S. Supreme Court found that, if a related service is required to enable a qualified child with a disability to remain in school, it must be provided as long as it is not a purely “medical” service. What is considered “medical,” as IDEA’s definition amply indicates, are those services that can only be provided by a licensed physician (and only for the purposes of diagnosis or evaluation). If a non-physician can deliver the services, then the service must be provided by public agencies, regardless of the staffing or fiscal burdens they may impose. Health care services that can be provided by a non-physician are not provided under the category of medical services, however. Today they would be as considered school health services and school nurse services. Examples of such services include bladder catheterization, tracheostomy tube suctioning, positioning, and monitoring of ventilator settings, to name a few.

OCCUPATIONAL THERAPY

The term occupational therapy (OT) is defined in IDEA at §300.34(c)(6) as follows:

(6) Occupational therapy—

(i) Means services provided by a qualified occupational therapist; and

(ii) Includes—

(A) Improving, developing, or restoring functions impaired or lost through illness, injury, or deprivation;

(B) Improving ability to perform tasks for independent functioning if functions are impaired or lost; and

(C) Preventing, through early intervention, initial or further impairment or loss of function.

OT services can enhance a child’s ability to function in an educational program and may include such services as:

- self-help skills or adaptive living (e.g., eating, dressing);
- functional mobility (e.g., moving safely through school);
- positioning (e.g., sitting appropriately in class);
- sensory-motor processing (e.g., using the senses and muscles);
- fine motor (e.g., writing, cutting) and gross motor performance (e.g., walking, athletic skills);
- life skills training/vocational skills; and
- psychosocial adaptation.

ORIENTATION AND MOBILITY SERVICES

These services are provided as needed for students who are blind or have low vision to orient and assist the student in moving safely around the school or school-related environments.



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Orientation and mobility services (O&M) became part of IDEA's list of related services with IDEA '97. They are defined at §300.34(c)(7) and even a brief read makes it clear that O&M services are intended for children who are blind or visually impaired, with the purpose of teaching them how to orient themselves in a range of environments (school, home, community) and to move safely within those environments.

(7) Orientation and mobility services—

(i) Means services provided to blind or visually impaired children by qualified personnel to enable those students to attain systematic orientation to and safe movement within their environments in school, home, and community; and

(ii) Includes teaching children the following, as appropriate:

(A) Spatial and environmental concepts and use of information received by the senses (such as sound, temperature and vibrations) to establish, maintain, or regain orientation and line of travel (e.g., using sound at a traffic light to cross the street);

(B) To use the long cane or a service animal to supplement visual travel skills or as a tool for safely negotiating the environment for children with no available travel vision;

(C) To understand and use remaining vision and distance low vision aids; and

(D) Other concepts, techniques, and tools. [§300.34(c)(7)]

O&M services are not intended for children with disabilities other than visual impairments. If such a child needs to learn how to safely navigate a variety of settings, that child would generally not receive O&M services but, rather, travel training. Travel training is included in the definition of special education and means providing instruction to children with significant cognitive disabilities, and any other children with disabilities who require this instruction, to enable them to develop an awareness of the environment in which they live and learn the skills necessary to move effectively and safely from place to place [§300.39(b)(4)].

PARENT COUNSELING AND TRAINING

This related service is geared toward assisting parents to better understand the special needs of their child and to assist them with information that can help their child be more successful in academic and other environments like home and community. This service may be provided by a variety of professionals like teachers, therapists, or behavioral specialists.

Parent counseling and training is an important related service that can help parents enhance the vital role they play in the lives of their children. Its definition is found at §300.34(c)(8) and reads:

(8)(i) Parent counseling and training means assisting parents in understanding the special needs of their child;

(ii) Providing parents with information about child development; and



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(iii) Helping parents to acquire the necessary skills that will allow them to support the implementation of their child’s IEP or IFSP.

The first two parts of this definition are longstanding in IDEA. The last part—regarding helping parents acquire the necessary skills that will allow them to support the implementation of their child’s IEP or IFSP—was added in IDEA ’97 “to recognize the more active role of parents as participants in the education of their children” (71 Fed. Reg. at 46573) and is retained in IDEA 2004. As with all related services, parent counseling and training would only be provided to parents “if a child’s IEP team determines that it is necessary for the child to receive FAPE” (Id.).

PHYSICAL THERAPY

IDEA defines physical therapy as “services provided by a qualified physical therapist” [§300.34(c)(9)]. These services generally address a child’s posture, muscle strength, mobility, and organization of movement in educational environments. Physical therapy may be provided to prevent the onset or progression of impairment, functional limitation, disability, or changes in physical function or health resulting from injury, disease, or other causes.

PSYCHOLOGICAL SERVICES

IDEA defines psychological services at §300.34(c)(10) as follows:

(10) 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.

Psychological services are delivered as a related service when necessary to help eligible children with disabilities benefit from their special education. In some schools, these services are provided by a school psychologist, but some services are also appropriately provided by other trained personnel, including school social workers and counselors.



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You may notice that counseling is mentioned in the definition of this related service, and is also mentioned in IDEA’s definition of social work services (specifically, group and individual counseling with the child and family). In response to public comments questioning this, the Department clarified:

Including counseling in the definition of social work services in schools in §300.34(c)(14) is intended to indicate the types of personnel who assist in this activity and is not intended either to imply that school social workers are automatically qualified to perform counseling or to prohibit other qualified personnel from providing counseling, consistent with State requirements. (71 Fed. Reg. at 46573-4]

Further, the definition of psychological services uses the phrase “planning and managing a program of psychological services”—which includes “psychological counseling for children and parents.” The more administrative nature of “planning and managing” is a telling difference in how counseling is included in the definitions of these two related services.

IDEA’s definition of psychological services also specifically mentions positive behavioral intervention strategies, often referred to as PBS or PBIS. Behavior is an area of great concern these days, and it’s useful to know that many of IDEA’s provisions support taking a proactive approach to addressing behavior that interferes with a child’s learning or the learning of others. For such a child, the IEP team must consider, if appropriate, strategies (including positive behavioral interventions, strategies, and supports) to address that behavior [§300.324(2)(i)].

The fact that psychological services can include “assisting in developing positive behavioral intervention strategies” does not mean that only the professionals who provide psychological services may provide such assistance or that they are even necessarily qualified to do so. As the Department states:

There are many professionals who might also play a role in developing and delivering positive behavioral intervention strategies. The standards for personnel who assist in developing and delivering positive behavioral intervention strategies will vary depending on the requirements of the State. Including the development and delivery of positive behavioral intervention strategies in the definition of psychological services is not intended to imply that school psychologists are automatically qualified to perform these duties or to prohibit other qualified personnel from providing these services, consistent with State requirements. (71 Fed. Reg. at 46574)

RECREATION

This related service involves assessing leisure functions, both in school (during the school day and in after school programs and activities) and in the community, for the purpose of helping students with disabilities to learn to use their time in a constructive way. Therapeutic recreation involves the use of sports, games, arts and crafts, music, dance, drama, and non-traditional recreation activities to improve or maintain the physical, mental, and emotional well-being of students who receive special education services. Therapeutic recreation specialist assist students with disabilities to benefit from education and improve their quality of life.

Recreation as a related service is defined at §300.34(c)(11) and reads:

(11) Recreation includes—



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- (i) Assessment of leisure function;
- (ii) Therapeutic recreation services;
- (iii) Recreation programs in schools and community agencies; and
- (iv) Leisure education.

Recreation services generally are intended to help children with disabilities learn how to use their leisure and recreation time constructively. Through these services, children can learn appropriate and functional recreation and leisure skills. Recreational activities may be provided during the school day or in after-school programs in a school or a community environment. Some school districts have made collaborative arrangements with the local parks and recreation programs or local youth development programs to provide recreational services.

As part of providing this related service, persons qualified to provide recreation carry out activities such as:

- assessing a child’s leisure interests and preferences, capacities, functions, skills, and needs;
- improving physical functioning, including using activities to develop locomotor skills, balance, coordination, motor planning, strength and endurance, object control skills, and eye/hand coordination;
- improving cognitive functioning with therapeutic activities that improve attention span, problem solving, decision making skills, and creative expression;
- improving behavioral functioning with therapeutic activities that improve anger/frustration control, respect for others and self, trust issues, stress management, relaxation training, and team building skills; and
- providing instruction in leisure education to develop the skills necessary for independence in recreational participation. (American Therapeutic Recreation Association, n.d.)

REHABILITATION COUNSELING

These related services often called vocational rehabilitation services focus on career development and preparing students for employment, independence, and integration into a post-secondary school, work, or community environment.

Rehabilitation counseling, describes counseling in the areas of employment, career, and independence, which narrows the focus of the counseling and the purpose for which it is provided. The definition reads:

(12) Rehabilitation counseling services means services provided by qualified personnel in individual or group sessions that focus specifically on career development, employment preparation, achieving independence, and integration in the workplace and community of a student with a disability. The term also includes vocational rehabilitation services provided to a student with a disability by vocational rehabilitation programs funded under the Rehabilitation Act of 1973, as amended, 29 U.S.C. 701 et seq. [§300.34(c)(12)]



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VR is a nationwide federal-state program for assisting eligible people with disabilities to define a suitable employment goal and become employed. Each state has a central VR agency, and there are local offices in most states. VR provides medical, therapeutic, counseling, education, training, and other services needed to prepare people with disabilities for work. VR is an excellent place for a youth or adult with a disability to begin exploring available training and support service options. VR services are provided through the Alabama Department of Rehabilitation Services (ADRS). ADRS may be contacted at:

ADRS State Office
602 S. Lawrence St.
Montgomery, AL 36104
Phone: 334-293-7500
Toll-free number: 800-441-7607
Fax: 334-293-7383

SCHOOL HEALTH SERVICES AND SCHOOL NURSE SERVICES

These services are provided by either a qualified school nurse or other qualified person. School nurse services are those provided by a qualified school nurse. Such services might include medication administration; ensuring that students with disabilities have a written emergency plan for such things as medical emergencies like asthma attacks or seizures) and for non-medical emergencies like evacuation in case of a fire or during a tornado.

School health services have long been a part of IDEA's related services definition. In IDEA 2004, the term has been changed to school health services and school nurse services, with the following definition at §300.34(c)(13):

(13) School health services and school nurse services means health services that are designed to enable a child with a disability to receive FAPE as described in the child's IEP. School nurse services are services provided by a qualified school nurse. School health services are services that may be provided by either a qualified school nurse or other qualified person.

Returning to an issue that was raised under Medical Services, many children with disabilities, especially those who are medically fragile, could not attend school without the supportive services of school nurses and other qualified people. Over the years, the extent of the health-related services that are provided in schools has grown, as might be expected when you consider medical advances in the last decade alone. In Cedar Rapids Community School District v. Garret F., the question of whether or not public agencies are responsible for providing health-related supports that are complex or continuous was settled. They are, "only to the extent that the services allow a child to benefit from special education and enable a child with a disability to receive FAPE" (71 Fed. Reg. at 46574-5). What was previously called "school health services" in IDEA has been expanded to distinguish between services that are provided by a qualified nurse and those that may be provided by other qualified individuals.

States and local school districts often have guidelines that address school health services and school nurse services. These may include providing such health-related support as:



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- special feedings;
- clean intermittent catheterization;
- suctioning;
- the management of a tracheostomy;
- administering and/or dispensing medications;
- planning for the safety of a child in school;
- ensuring that care is given while at school and at school functions to prevent injury (e.g., changing a child's position frequently to prevent pressure sores);
- chronic disease management; and
- conducting and/or promoting education and skills training for all (including the child) who serve as caregivers in the school setting.

SOCIAL WORK SERVICES IN SCHOOLS

Issues or problems at home or in the community can adversely affect a child's performance at school, as can a child's attitude or behavior in school. Social work services in schools may become necessary in order to help a child benefit from his or her educational program. They are also a familiar related service, included in IDEA from its early days, and are currently defined at §300.34(c)(14) as follows:

(14) 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)]

SPEECH-LANGUAGE PATHOLOGY

Speech-language pathology services are provided by speech-language professionals and speech-language assistants, in accordance with state regulations, to address the needs of children and youth with disabilities affecting either speech or language. IDEA defines this related service at §300.34(c)(15) as:

(15) Speech-language pathology services includes—

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



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- (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.

Speech-language pathology services are longstanding related services in IDEA. They are also crucial in the education of many children with disabilities.

TRANSPORTATION

Transportation involves moving a student with a disability to and from school as well as travel in and around school buildings. It also includes any necessary specialized equipment for travel. If a student's disability makes it difficult to get them transported in the same manner as a student without disabilities in the same circumstances then transportation may be an appropriate related service.

Transportation is included in an eligible child's IEP if the IEP team determines that such a service is needed in order for the child to benefit from his or her special education. The term has a specific meaning. IDEA defines transportation as:

- travel to and from school and between schools;
- travel in and around school buildings; and
- specialized equipment (such as special or adapted buses, lifts, and ramps), if required to provide special transportation for a child with a disability. [§300.34(c)(17)]

The last bullet isn't just talking about a separate bus that only children with disabilities ride to school. The Department of Education states, "It is assumed that most children with disabilities will receive the same transportation provided to nondisabled children" (Id.), in keeping with LRE requirements. Thus, transportation as a related services may also mean providing modifications and supports so that a child may ride the regular school bus transporting children without disabilities. (71 Fed. Reg. at 46576).

As part of longstanding OSEP policy and numerous written policy letters, memos, and summaries, public school districts must provide transportation to children with disabilities in two situations. These are:

- if a district provides transportation to and from school for the general student population, then it must provide transportation for a child with a disability; and
- if a school district does not provide transportation for the general student population, then the issue of transportation for children with disabilities must be decided on a case-by-case basis if the IEP Team has determined that transportation is needed by the child and has included it on his or her IEP.



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Not all children with disabilities are eligible to receive transportation as a related service. A child's need for transportation as a related service and the type of transportation to be provided must be discussed and decided by the IEP team. If the team determines that the child needs this related service to benefit from her or her special education, a statement to that effect must be included in the IEP, along with relevant details and arrangements.

SOCIAL WORK SERVICES IN SCHOOLS

Alliance for Technology Access www.ataccess.org

American Art Therapy Association www.arttherapy.org

American Counseling Association <https://www.counseling.org>

American Dance Therapy Association <https://adta.org>

American Foundation for the Blind www.afb.org

American Occupational Therapy Association <http://www.aota.org/>

American Physical Therapy Association <http://www.apta.org/>

American Psychological Association www.apa.org

American School Counseling Association www.schoolcounseling.org

American Speech-Language-Hearing Association <http://www.asha.org/>

American Therapeutic Recreation Association <https://www.atra-online.com>

National Association of School Nurses www.nasn.org

National Association of School Psychologists <http://www.nasponline.org/>

National Association of Social Workers <http://www.naswdc.org/>

National Federation for the Blind www.nfb.org

National Resource Center for Paraeducators www.nrcpara.org/

Alabama Department of Rehabilitation Services www.rehab.alabama.gov

Alabama State Department of Education www.alsde.edu

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APEC IS HERE TO HELP

APEC's AL PTI provides free training, information, and consultation to families schools, and communities. Visit our training calendar for more information about learning opportunities at www.alabamaparentcenter.com or call our center for personal help and consultation. The contents of this publication were developed in part under a grant from the US Department of Education, #H328M150012 with a portion adapted from the Center for Parent Information and Resources webpage **Related Services** Nov. 1, 2017. However, those contents do not necessarily represent the policy of the US Department of Education, and you should not assume endorsement by the Federal Government. Project Officer, David Emenheiser. Special Education V.14

YOUR OPINION IS IMPORTANT

Your opinion matters. Please take a few moments to tell us what you think by completing a short survey about this sheet or other services of the AL PTI. <https://www.surveymonkey.com/r/ALPTI>



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