

## RELATED SERVICES



Related services are supportive services that are required for a child to benefit from *special education*. Related services help children with disabilities benefit from their special education by providing extra help and support in needed areas, such as speaking or moving. Related services can include, but are not limited to, any of the following:

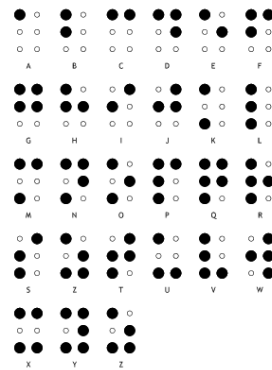
- Speech-language pathology and audiology services
- Interpreting services
- Physical and occupational therapy
- Vision support services
- Orientation and mobility services

Assistive technology use is determined by the IEP team to ensure that all students have equal and inclusive opportunity to participate and benefit from the learning process.

Depending on a student's needs, speech-language, vision and/or hearing services may be the only special education support(s) a student requires to benefit from the regular education curriculum. If physical or occupational therapy is the only support necessary, a Chapter 15/504 plan may be developed instead of an IEP.

## VISION SUPPORT

The vision support teacher works with students after referral from the student's ophthalmologist. Students with visual impairments have acuity difficulties which range from low vision to total blindness. Students can also be referred for significant field loss. Upon referral, the student is given a functional evaluation to determine the accommodations and adaptations needed for that student to successfully participate in his/her educational program.

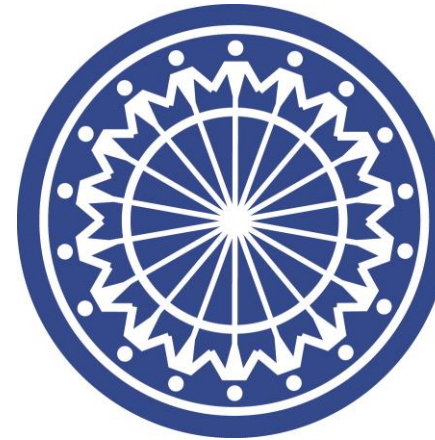


Depending on the severity of the visual impairment, students use large print texts, magnifiers, audio CD's and tapes, specialized equipment to access print, and/or Braille. Technology needs are evaluated.

Some students receive instruction in orientation and mobility by a certified instructor to ensure safe, independent travel. Blind students are taught trailing techniques and how to use a white cane. Each student's program is individualized and the determination of which tools to use is also made on an individual basis.

The vision support teacher is a team member who works closely with the classroom teacher, parents, and other school personnel to help the student with the visual impairment reach his/her educational potential. Students can be eligible for either itinerant or supplemental levels of support.

## THE SCHOOL DISTRICT OF PHILADELPHIA



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## RELATED SERVICES

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## THE SCHOOL DISTRICT OF PHILADELPHIA



**THE OFFICE OF SPECIALIZED SERVICES**  
Education Center  
440 North Broad Street – 2<sup>nd</sup> Floor  
Philadelphia, PA 19130

## RELATED SERVICES COLLABORATION CONSULTATION

Specialist teachers and therapists work closely with teachers, classroom staff and parents so that students develop the necessary skills to be effective learners across all environments in the school. Since learning occurs across all environments, school staff are trained to carry out goals and objectives developed by the school team as recommended by the related service provider.

Related service providers and teachers collaborate to develop concepts of individualized instruction, multiple learning styles and skill development.

The purpose of the collaboration is to combine expertise and meet the needs of all learners.

“Students win by being challenged by collaborating teachers who believe that they are responsible for all children in the classroom” (Angle, 1996)



## DEAF / HARD OF HEARING SUPPORT

To ensure that students are able to access the general education curriculum regardless of the degree of loss, Deaf/Hard of Hearing (D/HH) teachers collaborate with a variety of staff (including audiologists, classroom teachers, school psychologists, school counselors, sign language interpreters and parents) to implement appropriate programming through the IEP process.

Students are eligible for D/HH Support after the IEP team reviews information, which must include an audiogram that is less than one year old. The team must conclude that the hearing loss has a significant impact on the student's education.

D/HH programming may include consultation and/or itinerant support in the neighborhood school. Students who require daily hearing support to access the general education curriculum may receive support in a school where supplemental support is offered. Classroom based programming is provided when the team agrees that a greater portion of the curriculum should be provided by a teacher of the D/HH when the need for sign language and specially designed instruction is needed for access to the curriculum. This model can be offered in classes with all deaf and hard of hearing students or with inclusion in a regular education classroom with supports as recommended by the IEP team.

These supports can include: evaluations by a teacher of the D/HH and/or a school psychologist who is American Sign Language (ASL) competent, sign language interpreting, and/or consultation by an educational audiologist.

## PHYSICAL THERAPY OCCUPATIONAL THERAPY

Physical and Occupational therapy are related services provided to assist a child with a disability to benefit from his/her education.

Occupational therapists use purposeful activity to facilitate a child's active leisure activities that occur in school participation in self-maintenance, academic/vocational pursuits and play or environments. Using direct and indirect services, as well as assistive technology and environmental modifications, school occupational therapists collaborate with parents, teachers and other educational staff to help implement a child's educational program.

School physical therapy focuses on a child's ability to move as independently as possible in the school environment. The school physical therapist evaluates the child's ability to move throughout the school and to participate in classroom activities.

Physical therapy interventions are designed to enable the student to maintain and change positions in the classroom, participate in classroom activities, and travel safely throughout the school environment including managing stairs, restrooms, the cafeteria and the recess yard.



## SPEECH/LANGUAGE COMMUNICATION SUPPORT

Speech/Language Communication support services are services that help children with communication

impairments access and benefit from their regular and/or special education programs.

The educationally based Speech-Language Pathologist (SLP) can provide support for children who have been diagnosed with articulation, language, fluency and/or voice disorders/delays. The SLP can also help support school teams in the development and implementation of communication systems to be used with children who need augmentative and/or alternative ways to communicate.

The SLP uses a continuum of educationally based service delivery models that can range from directly working with students to indirectly supporting a student's educational success by collaborating and consulting with the teachers and staff that work directly with students every day. The indirect model of service delivery, called Collaborative /Consultation, has been shown, through research, to be a best practices approach when dealing with children who need help in generalizing their skills from one environment to another. Service delivery models vary over time and are reviewed and revised annually.

