

Special Education Services & Activities

Each IEP documents the services and activities a learner receives to meet their unique needs. This document lists the various types of services and activities an IEP team may consider when developing an IEP for the learner.

The services, activities and supports provided to each learner will be *unique and individualized*. The descriptors in this document reflect drop down *category* choices in the ACHIEVE system that IEP authors can use to summarize individual learner needs.

The definitions below guide the documentation of Services, Activities, and Supports in IEPs:

Services

Services are a regular, purposeful, ongoing set of actions delivered to or on behalf of a learner over time. The *systematic nature* of the described service is reflected in the number of minutes and frequency, the setting where services are provided and the provider(s) responsible. When a service is directly required for the accomplishment of a goal, service providers or educators directing paraprofessional services must be identified as the provider or collaborator for the IEP goal.

Activities and Supports

Activities and supports are events, tasks, or things provided to or on behalf of an eligible individual in order for the individual to take advantage of, or respond to, educational programs and opportunities. Activities and supports are *less regular or systematic* than services and, in describing these in the IEP, teams *do not require an ongoing designation of minutes in settings or monitoring of progress towards goal attainment*.

Special Education Services

Information entered in the Services + portion of the IEP represents *commitments made by the school district or AEA* to or on behalf of the learner.

Adapted Physical Education Consultation

Provision of planning, coordination, and implementation of motor or sensorimotor intervention strategies and services.

Autism Resource

Provision of collaborative consultation activities to support learners with learning patterns like autism or autism spectrum disorders.

Assistive Technology Services

Services of an assistive technology provider that promote the accomplishing of a goal of effective technology use.

Audiology

Audiologists apply principles, methods and procedures for evaluation of hearing functioning in order to plan, counsel, coordinate, and provide intervention strategies and services for learners who are deaf or hard of hearing. Direct instruction to the learner may also be provided to support skill development in areas of the Expanded Core Curriculum.

Consultation

Ongoing support to special and general education staff or a learner provided by a special education instructional specialist.

Deaf/Hard of Hearing Instruction

Specially-designed instruction provided by a teacher of the deaf or hard of hearing.

Family (Parent) Training/Counseling Service

Services to assist the parent/family in understanding the learner's special needs, learner development, and helping parents to acquire the necessary skills that will allow them to support the implementation of their learner's IEP.

Counseling

Direct counseling to a learner or family provided by an appropriately certified individual.

Health Services

Services provided by a qualified person trained by an RN, or advanced degree nurse (e.g., catheterization, tracheotomy, tube feeding, colostomy collection).

Interpreter

The interpreter facilitates communication and understanding between learners who are deaf or hard of hearing and a variety of persons who are hearing (e.g., students, teachers, school staff, any others involved in the student's education). The interpreter must hold a valid license as outlined by the Iowa Board of Health and Human Services.

Medical Services

Diagnosis and evaluation only, for identification and assessment of disabling conditions.

Nursing Services

Nursing services provided by a qualified nurse (RN or advanced).

Nutrition Services

Conducting nutritional assessments, developing and monitoring a learner's nutritional plan provided by a licensed dietician.

Orientation and Mobility

Assessment, instruction, collaboration, or evaluation provided by an orientation & mobility specialist.

Occupational Therapy

Provision of planning, coordination, and implementation of fine motor or sensorimotor intervention strategies and services, e.g. adaptive work, play, or leisure skills.

Paraprofessional Services for Health, Physical or Behavioral Support

Paraprofessional services necessary to provide physical assistance or to implement the health or behavioral provisions of the IEP or an associated Individual Health Plan or Behavior Intervention Plan. Note: *This type of paraprofessional service allows submission for Medicaid reimbursement.*

Paraprofessional Services for Instructional Support

Paraprofessional services necessary to support progress in the general curriculum and progress towards the academic goals of the IEP. Note: *Paraprofessional services focused on instructional support are not eligible for Medicaid reimbursement.*

Note

When an expense is created for the school district (e.g. hiring paraprofessional - instructional *or* health/behavioral - staff to meet direct learner needs), supplemental special education weighting will be impacted. Paraprofessional services should be clearly articulated in the IEP, including the amount of support time needed during the day, and an indication of whether the paraprofessional service is individual or shared.

Physical Therapy

Provision of planning, coordination, and implementation of motor or sensorimotor intervention strategies and services, e.g. mobility and positioning.

Psychological

Provides behavioral, social, emotional, developmental, and educational assessment and direct services through counseling.

Secondary Transition Services

Support focused on improving the academic and functional achievement of the learner to assist the individual's movement from school to post-school living, learning, and working environments.

Specially Designed Instruction

Adaptation of content, methodology, or delivery of instruction to address the unique needs of the eligible individual provided by a licensed special education teacher.

Note

When an expense is created for the school district supplemental special education weighting will be impacted. District or special school employed teachers (with special education licensure) providing instruction should be coded under Specially Designed Instruction, with a clear description of the time and setting in which the services are provided.

Supplemental Assistance

Use only when a learner:

1) will not receive district-provided specially designed instruction,

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2) will receive one or more AEA support or itinerant instructional services, and

3) will receive district-provided services, activities, or supports that create district expense (e.g., a learner with AEA physical therapy, specialized transportation, and a paraprofessional for physical assistance; a learner requires the services of an itinerant teacher of the deaf and hard-of-hearing and a classroom amplification system).

Speech Language

Provision of assessment and intervention strategies related to speech and language development and disorders.

Specialty Resources

Services provided to the learner requiring a specialist, e.g. behavior, brain injury, music, or art therapy.

Social Work

Provides behavioral, social, emotional, developmental, and educational assessment and direct services through counseling in the home, school, and community.

Transportation

Specialized transportation for learners/family to enable access to services listed in IEP, which exceeds that provided for other learners.

Vision Instruction

Specially designed instruction provided by a teacher of the visually impaired.

Vision Services

Evaluation and assessment of visual functioning; provided by a certified orientation and mobility specialist or teacher of children with visual impairments.

Work Experience

Services provided by a work experience coordinator or work experience teacher.

Special Education Activities

Accessible Educational Materials (AEM)

Definition: materials or media and the supports needed for them (e.g., hardware and software).

Examples: Braille materials, magnification, electronic media, text to speech software

Note

When an expense is created for the school district (e.g. developing AEM that may include braille), this will impact assignment of supplemental special education weighting. AEM required by the learner should be clearly articulated in the IEP.

Assistive Technology Devices

Definition: any item, piece of equipment or product system, whether acquired commercially off the shelf, modified, or customized, that is used to increase, maintain, or improve the functional capabilities of a learner with a disability except a medical device that is surgically implanted (excluded by Rule).

Examples: word prediction software, talking calculator, supported seating, wheelchair or a walker, adapted control device

Note

When an expense is created for the school district (e.g. purchase of, or maintenance of, assistive technology equipment), this will impact assignment of supplemental special education weighting. Equipment required by the learner should be clearly articulated in the IEP.

Assistive Technology Supports

Definition: support for selection and purchase, training learners, and school personnel in the use and maintenance of assistive technology, follow-up training, trouble-shooting, and support.

Examples: assisting an LEA in the selection of a computerized text reader or classroom amplification system, trouble-shooting communication devices

Community Experiences

Definition: educationally supported activities in the community necessary for FAPE.

Examples: community-based activities providing instruction in the use of community resources (stores, post office, recreational facilities)

Linkages/Interagency Responsibilities

Definition: a statement of interagency responsibility or linkages required for a learner to receive FAPE. Linkages may be established at different stages of a learner's school career, from preschool entry to planning for transition to post-secondary life.

Examples: activities that secure commitments from work experience sites, IVRS responsibilities, application processes for post-high school living, working, education, training, linkages to medical or developmental clinics for learners of all ages

Program Modifications

Definition: changes made to the context and performance standards for learners with disabilities.

Examples: extensions of district standards and benchmarks, modifications in performance expectations in general education classes, modified requirements for earning credits

Secondary Transition Activities and Supports

Definition: activities and supports that are done occasionally and that lead to a job, career, or other adult activities and outcomes.

Examples: making arrangements for work experience placements, development of work, instruction in household accounting, registering to vote, doing taxes or renting a home

Supports for School Personnel

Definition: supports provided to school personnel to provide them with the necessary skills and assistance needed to support the implementation of the IEP.

Examples: professional development, resource materials, discussing learner supports and needs, general education and special education staff meet weekly to collaboratively plan for instruction and necessary accommodations.

Note

When an expense is created for the school district (e.g. staff collaboration time, that involves LEA staff members), Supports for School Personnel will impact assignment of supplemental special education weighting. These activities should be clearly articulated in the IEP.

Other Activities and Supports

Definition: activities and supports that 1) don't fit well in any of the specific categories above, 2) include activities and supports that fit in multiple categories or 3) describe how associated plans relate to the IEP.

Examples: annual hearing evaluation, a behavioral intervention plan