

## Special Education and Related Services

The next step is for the team to discuss the supports and services the student needs in order to reach the goals the team set earlier in the meeting. This section of the IEP is considered by many families and educators to be the most critical to the student's success, so it is important to save the time needed during the meeting to do it well. Because Special Education and Related Services comes at the end of the IEP meeting, there may be a temptation to rush through. This is a crucial part of the IEP meeting. This is where supports and services critical to the student's success are determined. If time is short, parents may request an additional meeting so that no one feels rushed.

The kinds and amounts of all special education and related services to be provided, including transition services when appropriate, must be stated in writing so that it is clear to all involved in putting the IEP into practice. Sometimes great goals are written on IEPs, but the specifics about how they will be implemented or who will assume responsibility are not clear, and so consequently, things don't happen as originally planned.

### Related Services from the US Department of Education

A child may require any of the following related services in order to benefit from special education. Related services, as listed under IDEA, include (but are not limited to):

- Audiology services
- Counseling services
- Early identification and assessment of disabilities in children
- Medical services
- Occupational therapy
- Orientation and mobility services
- Parent counseling and training
- Physical therapy
- Psychological services
- Recreation
- Rehabilitation counseling services
- School health services
- Social work services in schools
- Speech/ language pathology services
- Transportation

If a child needs a particular related service in order to benefit from special education, the related service professional should be involved in developing the IEP. He or she may be invited by the school or parent to join the IEP team as a person "with knowledge or special expertise about the child" (U.S. Department of Education, 2000).