

Step 5: Identify services

Service: _____ **Initiation date:** _____ **Expected duration:** _____ **Frequency: (how often)** _____

(Identify all services needed for the child to attain the annual goal and progress in the general curriculum. Services may include specially designed instruction, related services, supplementary aids, or, on behalf of the child, a statement of program modifications, testing accommodations, or supports for school personnel)

Services: *(To advance toward attaining annual goals, To be involved and progress in the general curriculum in accordance with the present level of performance and to participate in extra curricular and non-academic activities, To be educated and participate with other children with disabilities and non-disabled children, To set high expectations of academic performance)*

Examples: *Intervention Specialist, Speech and Language Therapy, Occupational Therapy, Physical Therapy, Orientation and Mobility, Work Study Services, Visually Impaired SST, Hearing Impaired SST, Interpreter, Assistive Technology Services (i.e. Assessment, AT Problem Solving Meetings- Quarterly) and or Device (i.e. Dynamic voice output communication device), Assistive Technology assessment where at least 2 communication devices will be trialed to determine which features best match the students need/skill(s), etc...*

A. Initiation Date/Expected Duration: *“in accordance with district calendar”, “excluding holidays and summer vacation”*

B. Frequency: (how often) *_a total of ... min/month speech and language therapy for all goals.*

C. How the services will be provided (continuum of service-delivery options): *Individual and/or small group instruction, Direct/Indirect service which includes consultation with teacher/parent, making materials/adaptations/modifications necessary for success in the classroom, monitor implementation of IEP modifications, training for staff/parents on operation of technology, programming/vocabulary selection/overlay development for communication device, etc.*

Specially Designed Instruction:

- **Adapted Content/Program Modifications (Alterations in work requirements):** *material not typically presented at the students learning level, shortened assignment, multiple choice testing, reduced content, shortened/lengthened day, separate room, etc.*
- **Adapted Methodology:** *picture supports, social stories, role play, various levels of prompting (physical, visual, verbal), behavioral motivators, etc..*
- **Adapted Delivery of Service:** *See C above*

Supplementary Aids for student or school personnel: *Picture software (i.e. Boardmaker, Writing with Symbols), Computer with magnifier, pencil grip, calculator, picture supports across all environments, picture schedules, social stories, picture writer software, text to speech software, AAC picture communication book with color/black and white graphics/photos/line drawings, Dynamic voice output communication device, Leveling voice output communication device with 32 one inch cells, editing checksheets, personal hearing aids, FM system, books on tape (texts/novels), optical aids (prescribed), Perkins Braille/AT Braille, CCTV, Internet access software (i.e. Jaws, Kurzweil), notes ahead, pre-teaching vocabulary, graphic organizers for new vocabulary/writing, highlighted study guide, behavior reinforcement charts, etc...*

Accommodations in Work/Testing (alterations in environment, procedures, materials): *extra time to complete assessments, scribe, Alphasmart or a portable word processing system, spell check, multiple choice format, reduced work, large key calculator, talking calculator, material read by another person, text reading software, alternative response, preferential seating in front of the room, Braille, Large Print, CCTV, optical aids*

i.e. “JR’s specially designed instruction includes adapted content (social skills instruction with J.R. and selected peers), methodology (picture supports, social stories, role play, prompting) and delivery of service (individual/small group).”