

Writing Social Work Services on the IEP

Related service reminders:

- ✓ The services must be related to the disability.
- ✓ The service is needed in order for the student to benefit from special education services.
- ✓ Separate goals are not necessary (or encouraged).
- ✓ Once the services are written on the IEP, it requires a team decision to discontinue or change the services.

Writing related services on the IEP:

- ✓ List the services on the service grid.
 - We list the service, not the service provider.
 - Social work services will typically be listed as “Special Education: Social Skills” or “Special Education: Skills Training”.

SERVICES AND MODIFICATIONS						
Special Education and Related Services (primarily direct instruction and services)						
Statements of special education and related services	Start Date	Frequency	Minutes per session		Location	Anticipated Duration
			Indirect	Direct		
Special Education: Reading	8/1/2010	5/week	15	50	Special Education	1/year
Special Education: Skills Training	8/1/2010	1/week	5	20	Special Education	1/year

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Special Education and Related Services (primarily direct instruction and services)						
Statements of special education and related services	Start Date	Frequency	Minutes per session		Location	Anticipated Duration
			Indirect	Direct		
Emotional/Behavioral Disorder	9/15/2010	5/week	15	65	Special Education	1/year
Special Education: Social Skills	9/15/2010	1/week	5	30	Special Education	1/year

- ✓ Ensure there are goals and/or objectives related to the skills the social worker is addressing.
 - List in the Least Restrictive Environment the two required components specific to the social work service:
 - Why does the student need these services in a special education environment?
 - What is the student missing from the general education environment?

Least Restrictive Environment (LRE) Explanation

Explanation of the extent, if any, to which the student will not participate with non-disabled students in the regular classroom and other activities. IDEA requires the ISP to include an explanation of the extent, if any, to which the student will not participate with nondisabled students in the regular class and extracurricular and other non-academic activities.

Johnny demonstrates skills significantly below his peers in reading skills. As a result, he will work on increasing his reading skills instead of a study hall to give additional opportunities to increase reading skills.

Johnny will work with the school social worker to increase his ability to advocate for himself. This time will occur during non-instructional times. Johnny needs a quiet setting where he can practice these skills without being concerned other students will see him working on these skills.

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Johnny receives instruction regarding self-control from the special education teacher each day in place of his "specials" (art, band, and music). He needs a quiet environment to role play and practice skills his peers have already acquired.

Johnny is also allowed to leave the classroom when he feels he needs a break to prevent increased agitation. He may also be asked to leave the classroom by staff when his behavior interferes with the learning of his peers. Johnny needs a quiet environment to "cool off" before returning to the learning environment.

Johnny also misses class time to work on social skills with the social worker one time per week during times the other students are completing assignments.