



## **Speech/Language as a **Related Service****

*for students (school-age) with a primary verification of Autism, Developmental Delay & Intellectual Disability*

### **Individuals with Disabilities Education Act (IDEA) 2004: Related Services**

IDEA views speech/language services as both special education and a related service.

*A student may be eligible for additional services (related services) if the services "are required to assist a student with a disability to benefit from special education..." (34 C.F.R. Section 300.34).*

Although a student may benefit from a related service, the student will not be eligible to receive that service if the student can perform academically without it. For example, a student can benefit from instruction from an occupational therapist in holding a pencil, but if that instruction is not necessary to progress his/her elementary classroom, the student is not eligible.

Conversely, it is reasonable that a student whose primary disability is SLD receive speech/language services as a related service. Because of the close relationship between oral and written language, it is likely that the student will need a related service (speech/language services) to benefit from the learning disability services.

Similarly, a student with an emotional disturbance who has difficulty with social communication also may need speech-language services to benefit from his or her primary special education service.

These students are often referred to as receiving "speech/language as a related service."

**Example Statement on the MDT/IEP:** *Based on the primary verification of Intellectual Disability and the Adaptive Behavior standard score of 72 (6%ile), the MDT/IEP team determined STUDENT requires Speech/Language as a related service in order to progress toward special education goals.*

Students may be eligible to receive *speech/language as a related service* in the following verification categories due to delayed language/communication skills being key components in identifying those verifications in an educational setting.

<b>AUTISM</b>	<b>DEVELOPMENTAL DELAY</b>	<b>INTELLECTUAL DISABILITY</b>
<p><u>006.04B Autism</u> 006.04B1 To qualify for special education services in the category of Autism (AUT), the student must have a developmental disability which:</p> <p><b>006.04B1a Significantly affects verbal and nonverbal communication and social interaction;</b></p> <p>006.04B1b Is generally evident before age three; and</p> <p>006.04B1c That adversely affects the student’s educational performance.</p> <p>006.04B1d Other characteristics often associated with autism are engagement in repetitive activities and stereotyped movements, resistance to environmental change or change in daily routine, and unusual responses to sensory experiences.</p> <p>006.04B2 Autism does not apply if a student’s educational performance is adversely affected primarily because the student has an emotional disturbance as defined in 92 NAC 51-006.04E.</p> <p>006.04B3 A student who manifests the characteristics of autism after age 3 could be verified as having autism if the other criteria in 92 NAC 51-006.04B1 are met.</p>	<p><u>006.04D Developmental Delay</u> 006.04D1 To qualify for special education services in the category of Developmental Delay (DD), the student shall have a significant delay as measured by appropriate diagnostic instruments and procedures in one or more of the following areas and, by reason thereof needs special education and related services:</p> <p>006.04D1a Cognitive development,</p> <p>006.04D1b Physical development,</p> <p><b>006.04D1c Communication development,</b></p> <p>006.04D1d Social or emotional development,</p> <p>006.04D1e Adaptive behavior or skills development, or</p> <p>006.04D1f A diagnosed physical or mental condition that has a high probability of resulting in a substantial delay in function in one or more of such areas.</p> <p>006.04D2 Developmental delay may be considered as one possible eligibility category for studentren age three through the school year in which the student reaches age eight.</p>	<p><u>006.04G Intellectual Disability</u> 006.04G1 To qualify for special education services in the category of Intellectual Disability (ID), the student must demonstrate:</p> <p>006.04G1a Significantly subaverage general intellectual functioning existing concurrently with deficits in <b>*adaptive behavior</b> and manifested during the developmental period, that adversely affects a student’s educational performance.</p> <p><b>*Adaptive behavior</b></p> <p><b>◆ Communication</b></p> <ul style="list-style-type: none"> <li>◆ Self-care</li> <li>◆ Independent living skills</li> <li>◆ Safety</li> <li>◆ Participation and use of community resources</li> <li>◆ Work-related performance skills</li> <li>◆ Travel skills</li> <li>◆ Recreation/leisure</li> </ul> <p><b>◆ Social-interpersonal skills</b></p> <ul style="list-style-type: none"> <li>◆ Self-direction</li> <li>◆ Motor skills</li> </ul>