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*~If the student has been receiving direct OT services, and has met his/her goals, or is looking like they may not need the intensity of direct services, a good option is to move them to consultative services. This way the OT remains in the loop with the student's team and can easily provide input and be aware of any areas of concern that may arise. ~*

*If that student were to continue to make progress and the need for OT involvement continued to decrease, discontinuing OT may be a good option.*

*When discontinuing OT services (direct or consult), no evaluation is necessary.*

*Remember: The need for OT/PT services should be looked at on a yearly basis (at each IEP meeting), to make sure that there is continued need for these services.*

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<b>What is the proposed related service? (List here):</b> [REDACTED]		
<b>Is the proposed related service educationally relevant? (Circle Yes or No)</b> <ul style="list-style-type: none"> <li>• If NO, the service should not be considered as a related service</li> <li>• If YES, continue...</li> </ul>	YES	NO
<b>What purpose does it serve for the student? Check all that apply.</b> <input type="checkbox"/> select or maintain equipment, specify: [REDACTED] <input type="checkbox"/> make adaptations or design support programs, specify: [REDACTED] <input type="checkbox"/> transfer information or skills to other school staff, specify: [REDACTED] <input type="checkbox"/> be a resource or support to the family, specify: [REDACTED] <input type="checkbox"/> provide services or therapies to students, specify: [REDACTED] <input type="checkbox"/> other, specify: [REDACTED] <input type="checkbox"/> other, specify: [REDACTED]		
<b>Is the service educationally necessary? Circle YES or NO for each question. If the team answers, "yes" to the following question, it is an indication that the service under consideration probably IS educationally necessary:</b>		
<ul style="list-style-type: none"> <li>• Will the absence of the service interfere with the student's access to, or participation in, his or her educational program this year?</li> </ul>	YES	NO
<b>If the team answers "yes" to any of the following questions, the service under consideration may NOT be educationally necessary:</b>		
<ul style="list-style-type: none"> <li>• Could the proposed service be addressed appropriately by the special educator or classroom teacher?</li> </ul>	YES	NO
<ul style="list-style-type: none"> <li>• Could the proposed service be addressed appropriately through core school faculty or staff (e.g., school nurse, guidance counselor, librarian, teachers, administrator, bus drivers, cafeteria staff, or custodians?)</li> </ul>	YES	NO
<ul style="list-style-type: none"> <li>• Has the student been benefiting from his or her educational program without the service?</li> </ul>	YES	NO
<ul style="list-style-type: none"> <li>• Could the student continue to benefit from his or her educational program without the service?</li> </ul>	YES	NO
<ul style="list-style-type: none"> <li>• Could the service be appropriately provided during non-school hours?</li> </ul>	YES	NO
<ul style="list-style-type: none"> <li>• Does the proposed service present any undesirable or unnecessary gaps, overlaps, or contradictions with other proposed services?</li> </ul>	YES	NO
<b>Major points from team discussion:</b> [REDACTED]		
<b>Decision by the team about the need for the proposed related service:</b> [REDACTED]		

## Paths to Adding A Related Service

