**Definitions Direct/Indirect/Consultative**

12/20/2011

**Direct Services**: Direct special education and/or related services are those services provided directly to the student by:

An appropriately CDE-licensed and endorsed special education teacher or special education related services provider;

A paraprofessional under the supervision of an appropriately licensed and endorsed special education teacher or related services provider. If services are provided by a special education paraprofessional, the paraprofessional must meet the qualifications and competencies established by the administrative unit, state-operated program or approved facility school (ECEA Rule 3.04(1) (e);

A speech language pathology assistant (SLPA) under the supervision of a CDE-licensed speech language pathologist who holds a national certification. SLPAs must possess a credentialing authorization from the CDE.

Direct services may be provided: one-to-one, in a small group setting, or in a large group setting.

**Indirect Services-** Special education and/or related services provided on behalf of a student (but not directly to a student) to educators (who are appropriately licensed, endorsed or authorized), to parents, and to other agencies by an appropriately licensed and endorsed special education teacher or related services provider. Consultative services are indirect services.

Another form of indirect service may be the time needed by braillist or TVI paraprofessional to prepare Braille-tactile materials for a student who is blind or visually impaired.

IEP’S THAT SAY ‘CONSULTATION WITH REGULAR EDUCATION TEACHER” OR “MONITORNG” AS A SOLE SERVICE AR ENOT APPROPRIATE. Where is the individualized instruction? If a student does not require individualized instruction, he/she is not eligible under IDEA.

**Some examples are:**

Direct Services

A student needs almost constant support to be included inside the classroom by a paraprofessional assigned specifically to the student and who is supervised by the student’s special education teacher.

The special education teacher works with a small group of 3 special education students in the general education classroom using math manipulatives.

The SLPA works one-on-one with a student in the special education resource room. The SLPA provides instruction under the supervision of the SLP but does not design instruction or interpret data.

2

**Note**: If the student is receiving services through a co-teaching or integrative services model, the service delivery statement should be sufficiently explicit such that the parent would understand what services the student is receiving, and other third parties (such as a receiving school, other educators within the same school, etc.) would understand the frequency, duration and amount of services for the student such that the services could be replicated.

Indirect Services

The special education teacher works with the social studies teacher to modify the social studies curriculum for a specific student.

The special education teacher works with the general education teacher to understand how operate an assistive technology device so that the student can use that device as an accommodation in the general education classroom.

A SLPA provides activities to increase speech opportunities within the general classroom consistent with the IEP goals of four special education students in that classroom.

A school psychologist works with a specific organization and or parents to assist in planning wrap-around mental health services for a specific student

A high school transition specialist consults with an employer regarding a student’s work experience.

**Note**: Developing schedules at the beginning of the school year (such as when a SLP must develop a schedule for serving assigned students) is not an indirect service as this is for the benefit of the AU/service provider and not for a specific student.

**\* Documentation of indirect services should be written on the IEP as inside the general education classroom.**