Guidance Document: Direct vs. Indirect Services

The Individuals with Disabilities Education Act (IDEA), makes no reference to direct or indirect services, but it does state that the Individualized Education Program (IEP) must include a statement of the special education and related services ... to be provided to the child or on behalf of the child... 300.320(a)(4)(i).

Direct Special Education Services in the Service Delivery Grid:

Direct special education is providing specialized instruction **directly to** the student. This includes but is not limited to; individual pull out, individual push in, small group within the classroom, and/or small group outside the classroom. The groundwork for why direct services are necessary is articulated in the Present Level section of the IEP, may be reiterated in the Impact of Disability and Need Statement & is always connected to a goal. Goals are written in the A-B-C-D-E method and are consistently progress monitored by the provider of the services. Progress is summarized quarterly or at least as often as general education progress is shared with parents. All Special Service Providers (SSPs) providing direct services on the grid provide progress updates through progress reports in Enrich. The direct service provider may or may not have a separate goal. If the SSP is sharing in a goal they must also share in the monitoring and reporting on the progress of that goal through collaboration with the special education teacher.

*Indirect Special Education Services in the Service Delivery Grid***:**

Indirect support is any and all activities done **on behalf of** the student. These include but are not limited to; consultation with staff, administration, parents, and/or outside agencies, phone calls regarding the student, supervision of paraprofessionals planning, progress monitoring, data analysis and any other activities which indirectly support the student. All SSP's providing indirect services on the grid keep track of the dates, times and outcome of those services and then provide progress updates quarterly or at least as often the general education progress is shared with parents. This data is reviewed annually to determine if services provided on behalf of the student are helpful or not.

Frequently Asked Questions about Direct vs. Indirect?

1. ***What about supplementary aids and services not on the grid?***

If a service cannot be reflected on the grid it should be described thoroughly in the grid. Even if services are provided that are not listed on the grid, such as access to audio-logical services, the provider of the service is responsible to track any support given which would be included in Present Levels at the following Annual IEP.

A common supplementary service is a paraprofessional. As you are aware, a paraprofessional is not listed in the Enrich drop down. The service delivery grid should only include time by licensed individuals; this means that paraprofessional time is not listed in the grid. The time that paraprofessionals support students should be described and written in the Service Delivery Statement.

> ### 2. If a paraprofessional is in the general education classroom supporting a student how is that reflected on the grid?

The only time that would be on the grid in this scenario is the INDIRECT time the special education teacher spends planning with and supervising the paraprofessional. The rest of the time is described in the service delivery statement.

> ### 3. What about this scenario: I run a literacy group in my special education classroom and during the literacy time there is both the special education teacher and the paraprofessional. We co facilitate the instruction under my lesson plan and the students rotate through both my instruction and the paraprofessional instructing. Can I list the entire time as direct service?

Yes, in this scenario where the paraprofessional directly is assisting the special education teacher with their lesson you can count the entire time since the service is under the clear direct supervision of the special education teacher.