
ADVOCACY TIP SHEET N.º 3:

WHAT CAN I DO IF MY CHILD NEEDS MORE SERVICES?

I. STEP ONE: REQUEST THE SERVICE

Contact your special education coordinator. Talk with your school's special education coordinator. Ask the coordinator to help you through the process of determining whether a service is necessary for your child. The process would include determining if the service is necessary through an assessment or evaluation, discussing your child's need for the service at an IEP meeting, and writing the service on the IEP.

Tip: If your special education coordinator does not respond to your request, send a follow-up letter requesting an IEP/504 meeting to discuss services for your child.

II. STEP TWO: PROVIDE SUPPORT FOR YOUR REQUEST

Ask that the school assess whether a specific service is necessary. Your school district is required to determine your child's need for special education services. If your school has not already assessed your child for the service you want, ask for an assessment of your child.

Determine if a more detailed assessment is necessary. You may have information from your child's physician or other sources that your child's assessment needs to include information not usually assessed by the school. Make sure the team addresses a more detailed assessment, if necessary.

Provide information to the school from independent evaluators. Your school should consider any information you can provide which supports your request for a service. Examples of this type of information can include an evaluation from a private speech therapist that recommends school speech therapy, or a prescription from a physician that orders physical therapy services in school.

Tip: School-related services have to be provided only if they are necessary for your child to benefit from his education and receive FAPE. The evaluator should consider this when making recommendations for services in the school setting.

Ask your private therapist/evaluator to communicate with your school. Ask your child's private therapist or evaluator to contact your school to discuss any recommendations. It can be more persuasive for the person making the recommendation to talk with your school than to simply mail the evaluation recommendations to your school.

III. STEP THREE: MEETING

Schedule a team meeting to review assessment information, determine if additional services are necessary, and modify the written plan.