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WHAT SCHOOL OCCUPATIONAL THERAPISTS NEED TO KNOW: OHIO DEPARTMENT OF EDUCATION & WORKFORCE UPDATES AND ANSWERS TO FAQs

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- No attorney-client relationship is formed by viewing or relying on this content.
- If you have specific legal questions or concerns, please consult with qualified legal counsel in your jurisdiction.

ANOTHER DISCLAIMER:

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AGENDA

- Office for Exceptional Children (OEC)
Updates
- Answers for Frequently Asked Questions
- Resources

Vision

Ohio students are prepared for success in the real world.



Mission

The Ohio Department of Education and Workforce supports Ohio's students, families, and educators to ensure every student gains the knowledge and life skills needed for the future.

EDUCATION PRIORITIES



Literacy: Building a foundation for lifelong success by ensuring every student is reading at or above grade level.



Accelerating Learning: Advancing academic achievement for all students through statewide implementation of high-quality instruction, assessments, and supports.



Student Wellness: Fostering safe and supportive environments where students feel engaged and equipped to reach their full potential.



Workforce Readiness: Preparing students for success in life and careers through real-world knowledge, skills, and experiences.



Organization Effectiveness: Delivery high-quality services and resources to strengthen Ohio's education community.

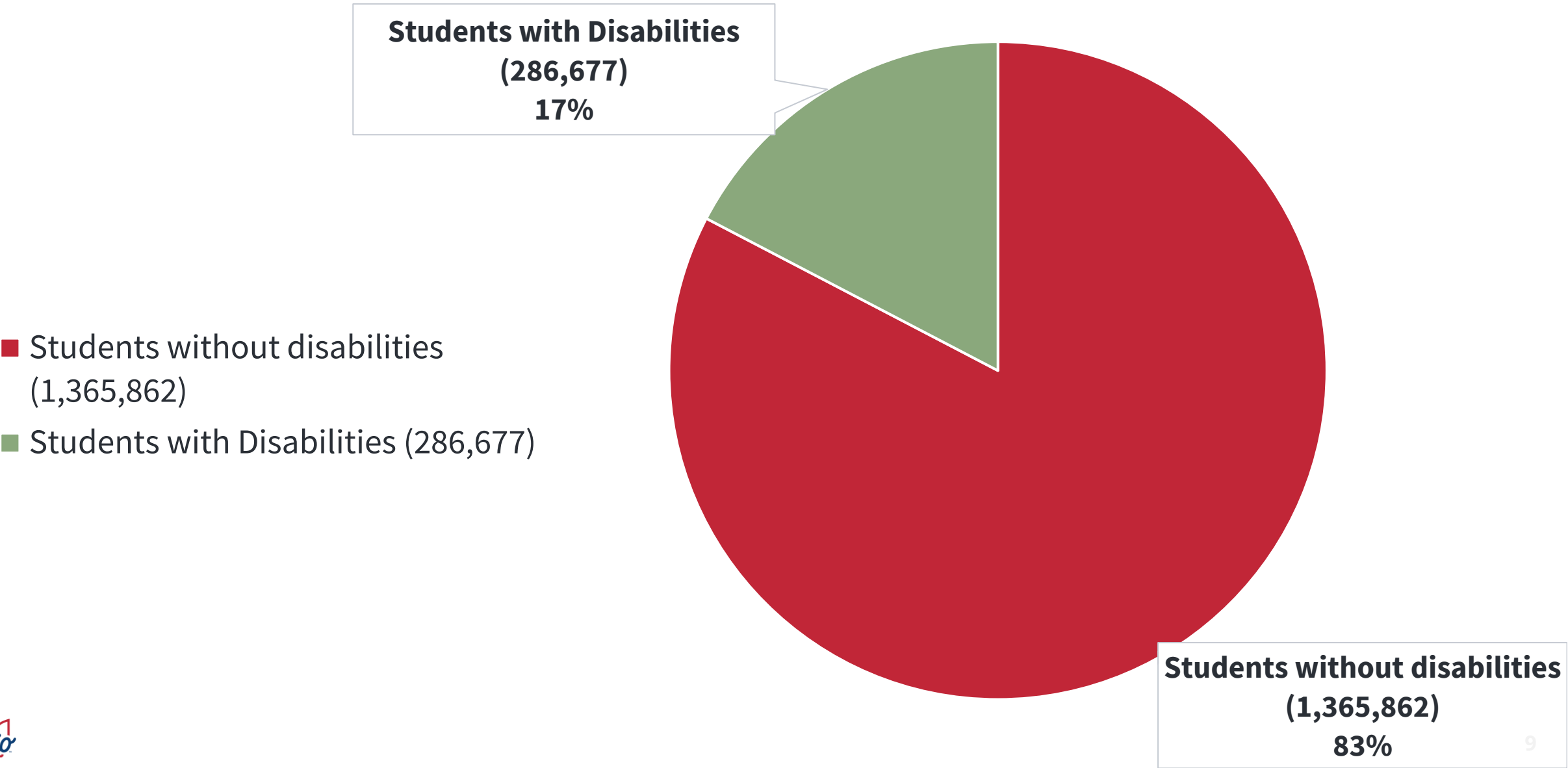
IDEA HAS NOT CHANGED

FEDERAL UPDATE ON BEST PRACTICES

BASIC PRINCIPLES

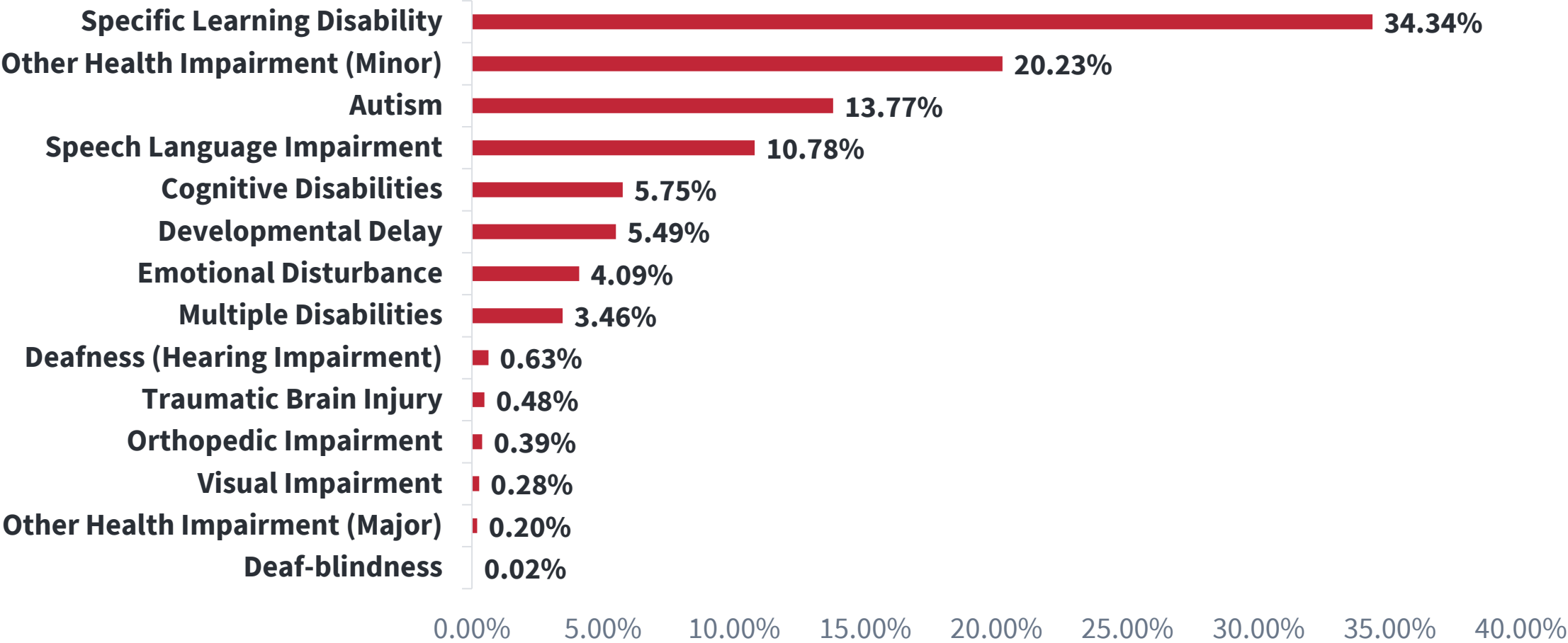
1. Free Appropriate Public Education (FAPE)
2. Appropriate Evaluation (ETR)
3. Individualized Education Program (IEP)
4. Least Restrictive Environment (LRE)
5. Parent and Student Participation
6. Procedural Safeguards

2024-2025 SCHOOL YEAR: OHIO STUDENTS K-12



OHIO'S STUDENTS WITH DISABILITIES

Ohio's Student Enrollment by Disability Category
2024-2025



Webinar

For more information
[The Table: A Related Services Webinar Series - Ohio's Statewide Family Engagement Center](#)



THE TABLE
A Related Services Webinar Series

The graphic features an illustration of four diverse professionals (three women and one man) sitting around a round wooden table in a brightly lit room. They are engaged in a meeting, with one person holding a clipboard and another a tablet. A speech bubble with three dots is above them. Below the illustration are four circular icons, each representing a webinar topic.

- 
Setting the Table:
A Related Services Specialist's Guide to Redesigning Family Engagement
- 
The Open Invitation:
Building Collective Trust Through Written Communication
- 
The Round Table:
A Team-Based Approach to Meetings with Families
- 
Staying at the Table:
Navigating Hard Conversations with Families



FAMILIES OF STUDENTS WITH DISABILITIES



Evaluation Roadmap

FOR FAMILIES WITH CHILDREN AGES 3 - 21



Interventions vs. Evaluation Request ⁱ

School districts are required to adjust instruction to help all struggling students. Evaluation requests are NOT the same as interventions.

1

You have concerns about your child's learning ⁱ

Speak to your child's teacher or the special education director for the district.



2



SECONDARY TRANSITION Roadmap

FOR FAMILIES WITH CHILDREN WITH DISABILITIES, AGES 3-21
PREPARING FOR YOUR ROAD TRIP



Grades 6-8 ⁱ

School districts are required to develop a success plan for students who are at risk for dropping out, based on the school's career advising policy.

1

Grades PK-5 ⁱ

It's never too early to think about the hopes and dreams you have for your child; view the early childhood roadmap for more information.



Link coming soon!

2



3

Turning 14 Years Old ⁱ

School districts are required to create a Transition Plan in the IEP that takes effect when the student



OEC LMS MODULES: OHIO LEARN

Special Education Essentials

- Evaluation Team Report (ETR)
- Individualized Education Program (IEP)
- Secondary Transition Compliance
- Internal Monitoring Process (4 parts)
- General Educator's Role in the Special Education Process

Special Education: Beyond the Essentials

- Least Restrictive Environment
- Disproportionality in Special Education Achievement
- Co-Plan to Serve
- IEP Goal Construction
- Parent Engagement
- Related Services
- Medication & Facilitation
- Accommodations and Modifications 101



CREATE OHID ACCOUNT

Create your OHID account

Go to [OHID Create Account](#).

Enter your email address. Choose an email address you'll always be able to access.

Enter your email address again to confirm, and then select "Send PIN".

Check your email for a message from DONOTREPLY-EnterprisIdentity@ohio.gov that contains a one-time PIN.

Enter the one-time PIN from your email on the OHID website and select "Verify". Once confirmed, select "Next".

Enter your personal information, including name and date of birth. Then select "Next".

Create your OHID username, then select "Next".

Create your OHID password, confirm your password, then select "Next".

Enter your mobile phone number to help you reset your password in the future. Then select "Send PIN".

Check your mobile phone for a message with a PIN.

Enter the PIN into the OHID password recovery page, then select "Verify". Once confirmed, select "Next".

Review the terms and conditions, check the "I agree" box.

Select "Create Account".



OHIO SPECIAL EDUCATION FORMS

WHY MAKE CHANGES



Last updated in 2023

Extensive stakeholder and public input feedback

Forms reflect feedback – clarity and guidance

COMMON UPDATES TO ALL FORMS

- “School District” replaced with “Educational Agency” where appropriate
- “Scientific Research-Based” replaced with “Evidence Based”
- “Student” replaced with “Child”
- References to ID Numbers removed throughout
- Embedded instructions within the form
- Forms consolidated/reorganized into more concise workflows
- Added drop downs and checkboxes



MAJOR CHANGES INCLUDE

- Consolidated forms with consistent workflows
- Changes of language
- Removal of identification numbers
- Addition of user-friendly tools

IEP FORM CHANGES

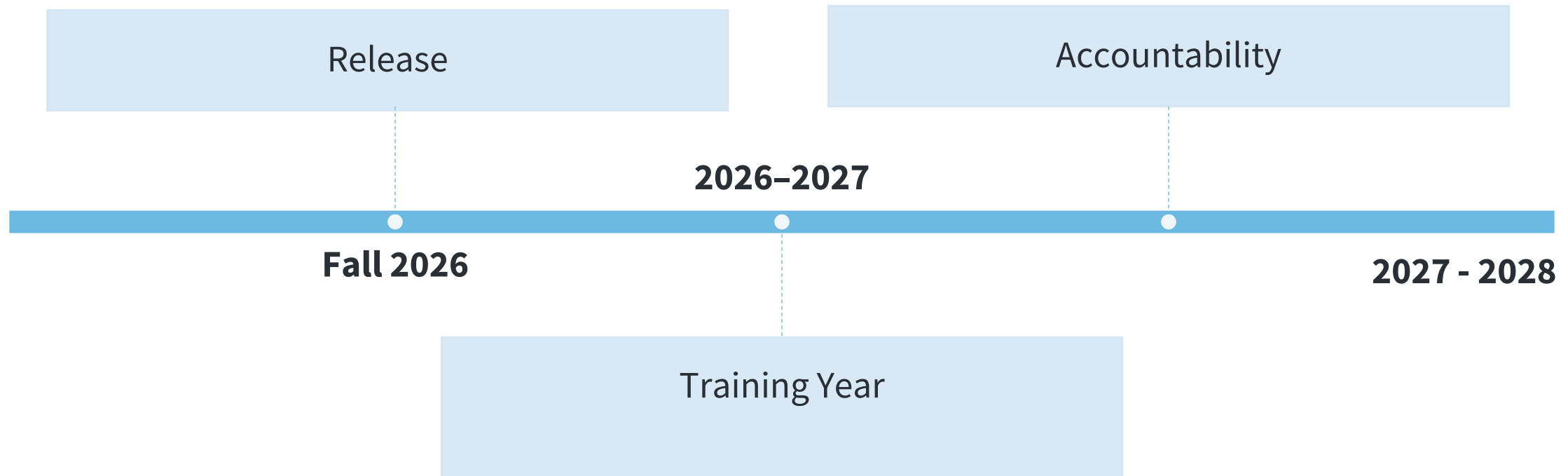
- The IEP form has been renamed PR-05
- Reorganized form for clarity and ease of use
- Added an expanded guiding questions section

IEP FORM CHANGES CONTINUED

- Postsecondary transition
 - Transition assessments
 - Course of study outlined
 - Planning for life after graduation
- Expanded Specially Designed Instruction
- Academy Screening table added
- Combined LRE forms for consistency



Timeline for Implementation



2026-2027 TRAINING YEAR

- Trainings will address compliance and support educational agency personnel in keeping the forms and processes child-centered. Some options will be:
 - Webinars
 - Office hours
 - Regional in-person trainings and interactive labs
 - Support and partnership with statewide associations and organizations
- Forms are not required for the 2026-2027 school year.
- **Forms are required for the 2027-2028 school year.**



FREQUENTLY ASKED QUESTIONS

RELATED SERVICE AS SDI

If the team determines that the only service a student needs is a related service, that will become the SDI.

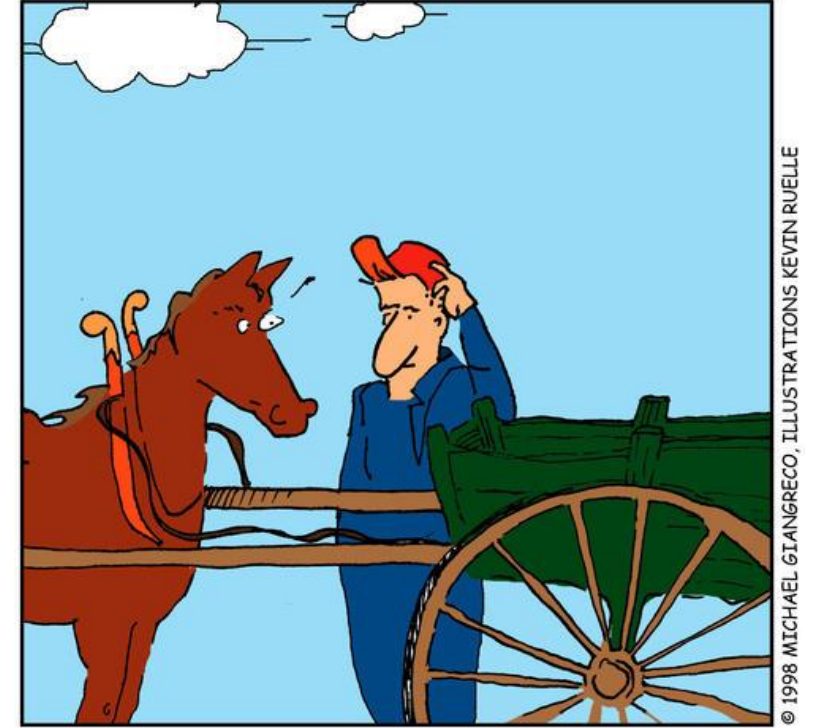
Example:

- Student is identified under Other Health Impairment (OHI).
- The team determines the only service the student needs is OT.
- OT will become the specially designed instruction.
- This is state-specific and it applies to Ohio.

PUTTING SUPPORT SERVICES BEFORE IDENTIFICATION

Error

Assuming a skill deficit means the child has a disability under IDEA or has a need for direct related services



HARRY PERSISTS IN PUTTING
SUPPORT SERVICES BEFORE
EDUCATIONAL GOALS AND PLACEMENT.

[Cart Before the Horse | THE UNIVERSITY OF VERMONT
LIBRARIES \(uvm.edu\)](http://www.uvm.edu/libraries)



CONDUCTING THE EVALUATION

- Hearing and Vision Screening
- Parent information
- Observations
- Classroom data
- Formal assessments

SUMMARY OF INDIVIDUAL EVALUATOR'S ASSESSMENT RESULTS- PART 1

- Include strengths of the child (required)
- Include information provided by parents (required)
- Include specific skills (e.g. academic, behavioral, functional) that will allow the IEP Team to develop effective and actionable goals
- Clearly describe essential findings of educational performance areas
- Summary is in language understandable to parents
- **Include dates of assessments**
- Sign and date at the bottom with date you complete the report



SUMMARY OF ASSESSMENT

- Do the assessment findings connect to the reason for referral (suspected disability)?
- How do the assessment findings compare to the teacher's report of student difficulties?
- Is there performance data in the summary that could explain "adverse effect" on educational performance.

DESCRIPTION OF EDUCATIONAL NEEDS- PART 1

- Based on assessment results
- Include relative strengths and weaknesses
- Include current skills and functional levels
- Explain difficulty in accessing or making progress in the general education curriculum
- Provide direction for access to the general education curriculum
- Consider results of interventions

These are suggested educational needs. Do not predetermine services.



IMPLICATIONS FOR INSTRUCTION

- Propose supports and services by describing. For example, “might need direct instruction in sentence formulation” not “may need speech-language therapy”
- Use words like “may benefit,” and “might need”
- Address educational and functional needs
- Suggestions for progress monitoring and data collection

ELIGIBILITY

THREE-PRONGS FOR IDENTIFICATION UNDER IDEA

ALL 3 MUST BE PRESENT

1

Disability (one of
IDEA's 13 categories
of disability) AND

2

Adverse effect on
educational
performance AND

3

As a result, the
student needs
specially designed
instruction (SDI)

SECTION 504 PLANS

- Section 504 of the Rehabilitation act of 1973.
- District must have a Section 504 team and a 504 Coordinator. Ask the 504 Coordinator for assistance.
- Can identify and provide services needed to access and make progress in the general education curriculum.
- For more information, contact the Office for Civil Rights [here](#).



A LITTLE MORE ON SECTION 504 PLANS

- **Are not special education.**
- **Prevent discrimination due to a disability.**
- **Civil Rights Law, not IDEA.**
- **Accommodations, Services**
- **504 Coordinator.**
- **Evaluation.**



INDIVIDUALIZED EDUCATION PROGRAMS (IEPS)





PLOP CONTINUED*

- ✓ Related service providers may use grade-level standards if applicable

Note: NEW ELA Standards (K-8)

[Writing Foundations Standards \(NEW\)](#)

- ✓ **But related service providers do not have to compare baseline data to grade-level standards, instead may use “grade-level or age-level peers”**

MEASUREMENTS FOR BASELINE DATA

- **Accuracy**- Times targeted behavior or skill occurs within a given number of opportunities (reaches book 4 out of 5 times)
- **Duration**- Amount of time behavior occurs (walks for 10 minutes)
- **Rate**- Number of times a behavior occurs within a time frame (falls 4 times per day)

ELEMENTS OF A MEASURABLE GOAL

IEP Individualized Education Program

CHILD'S NAME:

6 MEASURABLE ANNUAL GOALS

NUMBER: 1

1. Clearly Defined Behavior

PRESENT LEVEL OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE

2. Condition under which the behavior will occur

MEASURABLE ANNUAL GOAL

METHOD(S) FOR MEASURING THE CHILD'S PROGRESS TOWARDS ANNUAL GOAL

- | | |
|---|--|
| ☐ A. Curriculum Based Assessment | ☐ E. Short-Cycle Assessment |
| ☐ B. Portfolios | ☐ F. Performance Assessment |
| ☐ C. Observation | ☐ G. Checklists |
| ☐ D. Anecdotal Records | ☐ H. Running Records |

3. Criteria used to evaluate performance

HOW TO DEVELOP A COMPLIANT MEASURABLE GOAL

CURRENT PLOP INFORMATION

- **Current Baseline Data:** The student demonstrates difficulty using a refined pincer grasp when manipulating small classroom items (e.g., beads, coins, buttons). Current performance reflects inconsistent grasp patterns, decreased finger isolation, and reduced accuracy during fine-motor tasks. The student typically completes these tasks with 40–50% accuracy in 4/5 trials.
- **Comparison to Age-Level Peers:** In comparison to age-level peers, who generally perform these fine-motor tasks with consistent pincer grasp use and significantly higher accuracy, the student requires increased support and demonstrates reduced independence. These fine-motor challenges impact participation in classroom routines involving small object manipulation (e.g., math manipulatives, clothing fasteners, material organization).

ANNUAL GOAL

During structured therapy and classroom fine-motor tasks, the student will use a pincer grasp to pick up and manipulate small objects (e.g., beads, coins, buttons) with 80% accuracy across 4 out of 5 trials, as measured by OT data collection.

(No required number of objectives)

SERVICE MINUTES UPDATE 2026

Compliant School- Age Service Minutes May Be Written As:

Daily
Weekly
Monthly (or 4-week period)

Quarterly: Add Frequency & Duration

“200 minutes per quarter to be delivered in ten 20-minute sessions”

LOCATION OF SERVICES

- Location must align with IEP goals
- “Designated Therapy Area” if services are provided in one location
- “School Environment” if services are provided in various school locations to meet student needs

ASSISTIVE TECHNOLOGY *

In the AT Section of the IEP (Section 7):

Device- List the device (e.g.-Picture Exchange System)

Service- List goal, provider location, time, frequency

- Increase, maintain or improve the functional abilities of a student with a disability
- Proprietary names should not be used
- A surgically implanted device is NOT assistive technology



DOCUMENTING AT IN THE IEP

- Section 2 Special Instructional Factors: If “yes,” must be in Section 7 of the IEP under AT
- Section 3 Profile-typically used by the student, personally owned devices
- Section 7 Assistive technology – if the device or service is provided by the school
- Section 7 Accommodation-child specific instructional strategy, adaptation or tool that is used with the student. Can be task specific, necessary for periodic use or routinely throughout the school day
- Post secondary goals- AT included in transition plan as related to improving postsecondary academic/vocational outcomes and independent living skills, information shared with adult agency for continuity
- Annual goals-include as a “condition” of the skill, behavior, or action that is to be measured, or if operating the AT device is targeted.

COMPLIANT DS-9

TYPE OF SERVICE		GOAL ADDRESSED	PROVIDER TITLE	LOCATION OF SERVICE
SPECIALLY DESIGNED INSTRUCTION: See previous DS				
RELATED SERVICES: See previous DS				
ASSISTIVE TECHNOLOGY:				
Speech Generating Device				
Begin: 9/6/24	End:9/5/2025	Amount of Time:		Frequency:

Assistive Technology Services must list what services will be provided to the student, who is providing those services along with amount of time and frequency.

Assistive Technology Devices do not need who is providing those services along with amount of time and frequency because they should be accessible throughout the day to the student.



ASSISTIVE TECHNOLOGY DECISION-MAKING TOOL (ATDMT)

- For Individualized Education Program Teams
- [AT Consideration | ATAEM](#)

**AT
Decision-
Making
Tool**



PROGRESS MONITORING AND REPORTING

IEP Individualized Education Program

CHILD'S NAME:

6

MEASURABLE ANNUAL GOALS

NUMBER: 1

AREA:

PRESENT LEVEL OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE

MEASURABLE ANNUAL GOAL

METHOD(S) FOR MEASURING THE CHILD'S PROGRESS TOWARDS ANNUAL GOAL

- ☐ A. Curriculum Based Assessment
- ☐ B. Portfolios
- ☐ C. Observation
- ☐ D. Anecdotal Records
- ☐ E. Short-Cycle Assessments
- ☐ F. Performance Assessments
- ☐ G. Checklists
- ☐ H. Running Records
- ☐ I. Work Samples
- ☐ J. Inventories
- ☐ K. Rubrics



PROGRESS REPORT*

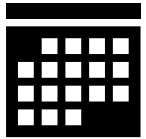


- Progress must be reported on the **IEP goal**, not just the objectives
- Data is needed for the goal
- **Goal is mastered? Don't work on the objective**
- **Record retention is district policy**

SCHEDULING QUESTION

- **State and Federal Regulations Do Not Address**
- **IEP Team Decision**
- **Include Guidance Counselor at High School**

STUDENT SUPPORT FOR MISSED IEP SERVICES SUMMARY



Events that don't require "make-up services:"

Holidays, Calamity Days, No classes per school calendar, District Testing, Student Absent



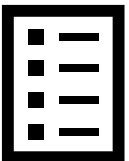
When services are owed:

Service provider is absent



Situational exceptions:

Field trips, assemblies , etc. with IEP alignment



IEP Guidance for Repeated Absences

Is FAPE being denied? Services may be owed- IEP Team Decision

ADDING A RELATED SERVICE

- The team could do a complete reevaluation OR
- The related services professional assesses only the area of need with input from the team



ASSESS THE RELATED SERVICE AREA OF NEED



- Planning (use ETR form), parent consent, Prior Written Notice
- Conduct the assessment
- Complete Individual Evaluator's Assessment form Part 1

ADD THE RELATED SERVICE

- IEP Team Meeting
- Amend the IEP to add the related service
- The reevaluation date of the ETR does not change
- Place Individual Evaluator's Assessment form Part 1 with student records- check District Policy

REMOVING THE RELATED SERVICE

- If using existing data, document this in the Child's Profile section of the IEP
- IEP Team Meeting- Parent Invitation
- Amend the IEP to remove the related service
- Follow up with a complete Prior Written Notice that explains the justification for removal

HIPAA AND FERPA

HIPAA

- In school settings, applies to private healthcare providers

FERPA

- Governs privacy of student education records
- Health records kept by the school must be kept confidential
- School personnel must maintain the privacy and share it with only those who have a legitimate educational need (e.g. IEP teams)

QUESTIONS?

EDUCATION.OHIO.GOV



**Department of
Education &
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EVALUATION: Confident Practice in Ohio Schools: DEW Updates and Answers to Frequently Asked Questions



***Scan QR code to submit
your evaluation***

REFERENCES

Ohio Department of Education and Workforce. (2023, July 7). IDEA Monitoring Process Guide [PDF file]. Retrieved from <https://education.ohio.gov/getattachment/Topics/Special-Education/Special-Education-Monitoring-System/IDEA-Onsite-Reviews/IDEA-Monitoring-Review-Guide-Tiers-2-and-3.pdf.aspx?lang=en-US>

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THANK YOU

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