

Functional Skills

April 6, 2023

Agenda

Overview of previously released resources related to functional skills

Discuss pre-submitted questions and answers

Review Case Study - Wesley

Functional Skills

As of July 1, 2023, “Functional Skills” will be added to the list of Basic Skill Areas listed in [Rule 2392\(g\)](#).

Functional Skills is defined as “the acquisition of essential and critical skills needed for a child with disabilities to learn specific daily living, personal, social, and employment skills or the skills needed to increase performance and independence at work, in school, in the home, in the community, for leisure time, and for post-secondary and other lifelong opportunities.”

Resources

[Guidance to Rule Change: Functional Skills/Performance](#)

This guidance document reviews examples of functional skills, assessment and evaluation, and IEP goals. This [Pre-Recorded Webinar](#) and the accompanying [slide deck](#) provides an overview of the guidance document.

Resources, continued

[K-12 Special Education Evaluation Implementation Guide](#)

This comprehensive guide details the changes to special education processes and procedures that will fully take effect in July of 2023.

Question and Answer

If a student is eligible for special education with functional skills as the basic skill area, which related service providers qualify to provide services in that area?

The service provider of a student could be a school based mental health clinician, an OT, a PT, pending that they were the most qualified individual to provide the service.

This rule change does not govern who provides services to students or how individual districts classify and assign services.

The individual providing the SDI are IEP team decisions.

Question and Answer, continued

If counselors/clinicians can be used as service providers, do they have to be school based counselors?

Who a team identifies as a service provider is an IEP team decision and the identifying provider can be a school-based counselor, an outside counselor, or another individual within the school who is most qualified to deliver the service. Determining who provides services, how that service is executed, and all other related conversations related to service delivery occurs within the IEP team.

Question and Answer, continued

If the resulting service provider is an OT/PT/etc., can that be the only service identified on the service page as we do now when speech language services are the only service in the IEP?

No, current rules do not allow for a related service provider, other than a Speech/Language service, to be the lone service provided to a student on an IEP.

In addition to the service from a related service provider, there would need to be an additional direct service related to a special educator or speech language pathologist identified in the service section of the IEP.

Question and Answer, continued

In situations where the only service deemed necessary is provided by a related service provider, could the additional service from the special educator or SLP be a service other than direct instruction?

No, the student IEPs must include a direct service from a special educator or SLP, in addition to any other [related services](#) as defined in the special education rules. This means that there must always be a direct service from a special education teacher or SLP in the service page in order to meet the requirements of [Rule 2360.2.12](#).

Question and Answer, continued

What is the expectation for a student when considering functional skills?

There is not a specific set of standard deviations when considering expectations related to functional skills.

EPTs would ask similar questions that they currently consider across basic skill areas:

- Have multiple measures been employed?
- What is the team's professional discretion?
- Is there a need for special education services?

Question and Answer, continued

What measures are required in order to make a determination related to functional skills?

There is not a specific assessment that is required when making determinations based on functional skill performance.

There should always be multiple measures that address all areas of suspected disability.

Evaluation procedures must meet the same standards as all other evaluation procedures, consistent with [§300.304\(c\)\(1\)](#).

Question and Answer, continued

If we start an evaluation now and finish it on July 1st can we count it under the new rules?

Yes, the rule changes go into effect on July 1. If you have eligibility meetings after that date, eligibility under the basic skill area of functional skills is a consideration.

Case Study Series - Wesley

[Meet Wesley](#)

[Form 1 - Notice of Meeting, Eligibility](#)

[Form 1 - Notice of Meeting, EPT](#)

[Form 2 - Special Education Evaluation Plan](#)

[Form 2 - Special Education Evaluation Report](#)

[Form 3 - Prior Written Notice for Special Education Evaluation](#)

[Form 3a - Consent for a Special Education Evaluation](#)

[Form 5 - Individualized Education Program \(IEP\)](#)

[Form 6 - Consent for Initial Provision of Special Education Services](#)

Contact

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