# Tip Sheet: Documenting Related Services Support Descriptions (RSSD)

There are many options/combination of options to document the various services and supports provided through related services. This Tip Sheet provides examples of options to embed these details, previously captured using a separate stand-alone form, formerly known as the Related Services Support Description (RSSD), within the individualized education program (IEP).

Services documented on an RSSD are typically less frequent than direct services documented in the Related Services part of the IEP and may not be best described as daily or weekly. Therefore, these services are better described as supplemental and most often provided in support of a student rather than directly to a student.

Federal regulations and state policy define supplementary aids and services as:
> "aids, services, and other supports that are provided in regular education classes, other educated-related settings, and in extracurricular and nonacademic settings, to enable children with disabilities to be education with nondisabled children to the maximum extent appropriate in accordance with the least restrictive environment requirements". [34 CFR §300.42 and NC 1500-2.34]

1. **RSSD[1] – Description of Student Needs**
   - **Explanation of Why Support is Needed**

ECATS: IEP - Special Factors



---

[1] Items 1 – 4 are examples of the information previously collected using the stand-alone RSSD form prior to the implementation of ECATS. This list is not exhaustive and is simply meant to provide a reference as to the types of information that may be needed to appropriately describe supplementary aids and services.

**ECATS**



Does the student have a documented hearing loss?    COMMUNICATION PLAN WORKSHEET

⚠ If yes, must complete the Communication Plan Worksheet

| Yes/No | Location | Additional Information |
|---|---|---|
| Yes ⬍ | ☐ Goals  ☑ Services  ☐ Accommodations  ☑ Communication Plan Worksheet | Description of Student Needs (Supplementary Aids and Services) |

Supports for academic, functional, personal changes or circumstances (if applicable)

What information is known about the student that will assist in developing an individualized education program?

☐ Not applicable at this time

2. **RSSD – Classroom Intervention**
- Interventions provided by classroom staff with related service provider support/training for teachers and staff
- Evidence of implementation includes program descriptions and service logs
- Examples:
  - Positioning Program (e.g. in wheelchair, stander or other equipment)
  - Campus/Classroom Access with/without Assistive Device
  - Assistive Technology/Augmentative Communication, and Adapting Switches/Toys
  - Monitor Equipment
  - Support with Unique Mealtime Needs
  - Sensory Processing Modifications
  - Transfers
  - Provide Staff Development/Modeling Techniques

ECATS: IEP -  Special Factors *(same as above)*
ECATS: Services – Additional Service Information

Description of Classroom Intervention (Supplementary Aids and Services)

Describe consultation and/or training for school staff to meet the unique needs of the student:

☐ Not applicable at this time

Describe special transportation services:    Description of Equipment Needed

**3.  RSSD – Related Service Provider Support**
- Examples:
  - Instruction for Interventions Implemented by Classroom Staff, Use of Equipment
  - Observations of Students in Classroom Settings
  - Monitor Programs (cite specifically)
  - Integrating IEP Goals with Core Instruction/NC Course of Study
  - Adaptation (including assignments and assessments), Accommodations, Integration of Skills or Consultation for Participation in and/or with Class
  - Analyze and Engineer Environments, Increasing Opportunities for Communication and/or Access
  - Programming Assistive Technology/Augmentative Communication and Adapting Switches and Toys
  - Check in with Bus Drivers and Paraprofessionals
  - Equipment Monitor/Adjustment
  - Prepare Classroom Materials including Home Practice/Materials to Support Generalization of Skills
  - Communicate and Coordinate with Outside Agencies
  - Facilitate Transitions to Community-Based Instructional Opportunities
  - Evacuation Planning Support/Consultation

ECATS: IEP > Special Factors *(same as above)*
ECATS: IEP > Services > Additional Service Information *(same as above)*
ECATS: IEP > Services Goal Integration > Add Supplemental Aids

**4. RSSD – Equipment Needed (personal or classroom)**
- Examples:
  - Switches/Toys
  - Splints/Braces
  - Computer Adaptation
  - Positioning Devices
  - Toileting Aids/Devices/Supports
  - Mat/Mat Table
  - Walker/Ambulation Aid
  - Stander
  - Adapted Chair
  - Other Positioning Device (be specific)
  - Wheelchair
  - Wheelchair Tray
  - Adapted Eating Utensils/Equipment
  - Adapted Classroom Tools
  - Sensory Processing Tools

ECATS: IEP > Services > Additional Service Information *(same as above)*
ECATS: IEP > Present Level(s) of Academic and Functional Performance > Additional Information

**Additional Information**

Describe any relevant medical information: | Supplementary Aids and Services - Equipment Needed (personal)

ECATS: IEP > Accommodations > Custom Accommodations

**Custom Accommodations**

Custom Accommodation 1

Custom Accommodation 2

Custom Accommodation 3