

Request for Push-in AIB Services

Parent / Therapists' Reasons	Special/General Education Issues Raised	IDEA / MMSEA/Gen Ed Considerations
<ul style="list-style-type: none"> Parent's inability to get the child to the outside therapist's location; 	<ul style="list-style-type: none"> 1:1 Therapy (EIBI) = defacto request for a reduced school day (geography issue: classroom is therapist's office) 	<ul style="list-style-type: none"> District's obligation is to provide FAPE in the LRE (can't bargain away FAPE or LRE); Reduced school day would rarely constitute FAPE;
<ul style="list-style-type: none"> Desire on the part of the therapist to generalize skills learned in 1:1 treatment / intervention; Push in therapist could build capacity of school staff and save \$ on 1:1 parapro 	<ul style="list-style-type: none"> ABI—supporting generalization of skills / capacity-building: <ul style="list-style-type: none"> Potential labor law issues (e.g. supervision, subcontracting of union work) Potential FAPE issue (consider if should be in the IEP as SAS and if so, must be provided at no cost to the parent) 	<ul style="list-style-type: none"> Services included IN the IEP should be limited to those needed for FAPE. Liability issues / Who monitors implementation of the portions of the IEP provided by individuals the district does not supervise? Including AIB treatment/intervention during school day risks insurance co. challenge that district should be payor. What happens when child no longer eligible for AIB service OR state funding of AIB reimbursement ends?

Requests for Pull-Out AIB Services

Parent / Therapists' Reasons / Request	Special / General Education Issues Raised	IDEA / MMSEA / Gen Ed Considerations
<ul style="list-style-type: none"> • Therapist does not offer after school or evening hours; • Request IEP team to develop a reduced day IEP or write the AIB therapy in the IEP so the child will not be marked absent 	<ul style="list-style-type: none"> • Developing a reduced day IEP; • Refusal to develop a reduced day IEP or write the therapy in the IEP may result in potential truancy issues • Temptation is to write the service in the IEP to avoid truancy issues 	<ul style="list-style-type: none"> • Same as for Push-In AIB Services • IEP Team must offer FAPE: Is the therapy (e.g. ABA) needed for FAPE? Or methodology that is generally left to the discretion of the district if the student is progressing? • Legal Alternatives that parents may want to explore: <ul style="list-style-type: none"> • Home-school • Register as home-school; parents provide core instruction and Ss receive auxiliary services (ISP), but not FAPE; • Register as home school & explore shared-time for non-core classes • Online classes