



TIP SHEET

Interpreting Services: Related Service or Supplementary Aids and Services?

The purpose of this Tip Sheet is to:

- clarify that *Interpreting Services* can be either a related service and/or supplementary aids and services used to address a child's unique needs;
- outline the unique needs that may require a specific service or combination of services;
- provide essential questions to support individualized education program teams in addressing all the child's unique needs in a total school environment; and,
- provide other technical assistance resources on this topic.

Key Regulatory/Operational Definitions

§ 300.34 Related services. (excerpts)

- (a) **General. Related services** means transportation and such developmental, corrective, and other supportive services as are required to assist a child with a disability to benefit from special education, and includes speech-language pathology and audiology services, interpreting services, psychological services, physical and occupational therapy, recreation, including therapeutic recreation, early identification and assessment of disabilities in children, counseling services, including rehabilitation counseling, orientation and mobility services, and medical services for diagnostic or evaluation purposes. Related services also include school health services and school nurse services, social work services in schools, and parent counseling and training.
- (c) **Individual related services terms defined.** The terms used in this definition are defined as follows:
- (4) **Interpreting services** includes -
- (i) The following, when used with respect to children who are deaf or hard of hearing: Oral transliteration services, cued language transliteration services, sign language transliteration and interpreting services, and transcription services, such as communication access real-time translation (CART), C-Print, and TypeWell; and
- (ii) Special interpreting services for children who are deaf-blind.

300.42 Supplementary aids and services.

Supplementary aids and services means aids, services, and other supports that are provided in regular education classes, other education-related settings, and in extracurricular and nonacademic settings, to enable children with disabilities to be educated with nondisabled children to the maximum extent appropriate

Related Services	Supplementary Aids and Services (SAS)
<ul style="list-style-type: none">• Supportive services required for the child to benefit from special education services• Specially designed to meet IEP goals	<ul style="list-style-type: none">• Accommodations or modifications that allow the child access both education-related and nonacademic school-related activities• Can also include:<ul style="list-style-type: none">○ Other types of direct services and supports○ Support and training for relevant school staff



Adapted from the Iris Center

The following table provides examples of unique needs that may require Related Services (RS), Supplementary Aid and Services (SAS) or both RS and SAS for participation in the total school environment. **This table may not include all the possible unique needs of a child with a disability**; however, it does provide a framework for IEP teams to consider when developing the IEP.

Unique Needs	RS	SAS	Both
Sign/Cued Language as primary mode of communication			<input checked="" type="checkbox"/>
Significantly delayed language with IEP goals to address	<input checked="" type="checkbox"/>		
Able to access the language of the general education classroom, within one year of typically developing classroom peers, with minimum support		<input checked="" type="checkbox"/>	

	Interpreting as a Related Service	Interpreting as a Supplementary Aid or Service (Accommodation)
For a student who:	<ul style="list-style-type: none">Requires IEP goals to understand the language of the classroom in special educationTypically, has significantly delayed language, two or more years behind typically developing classroom peers, and requires special education and related services and is not able to access the language of the general education classroom without significant support requiring special education.	<ul style="list-style-type: none">Has an IEP and is able to access the language of the general education classroom, within one year of typically developing classroom peers, with minimum support.
Role of the interpreter or transliterator:	<ul style="list-style-type: none">The interpreter or transliterator is actively integrating goals set by the Teacher of the Deaf/ Hard of Hearing or other EC teacher/specialist within the child's IEP concerning language and vocabulary development.The interpreter or transliterator breaks down the language of the academic and functional environments to an accessible point for the student based on the student's unique needs. This is more than solely interpreting/transliterating what the teacher is saying, but is also the teaching of sign vocabulary or cues and developing language.The interpreter or transliterator is	<ul style="list-style-type: none">The interpreter or transliterator is able to interpret/transliterate what the teacher is saying without modifying the language level of the content and facilitates communication access between the staff members, peers, and the student(s) using the primary communication mode of the student in academic and functional environments.This includes the interpreter or transliterator working from the academic language to the student(s) mode of communication for the student(s) as needed.



	<p>using a variety of techniques to provide clarification to an idea or concept.</p> <ul style="list-style-type: none">• The interpreter or transliterator works from the academic language to the student(s) mode of communication for the student as needed.	
Role of the IEP Team:	<ul style="list-style-type: none">• The IEP Team is required to use the Communication Plan Worksheet to document the student's functional language and vocabulary levels based on current and relevant data. IEP teams should consider Interpreting as a related service if the data demonstrates:<ul style="list-style-type: none">-The need to explicitly teach the student a visual communication mode (sign language or Cued Speech);-Delayed age appropriate academic and functional skills when utilizing interpreting or transliterating services.	<ul style="list-style-type: none">• This is NOT listed as specially designed instruction on the IEP.• If the student uses any signed language system or Cued Speech to access information presented in the general or special education classrooms, interpreting or transliterating should be considered as a supplementary aid or service to allow the student full access to communication.• List interpreter as an supplementary aid or service for all content areas of instruction and electives that require this service.• As a reminder the Communication Plan Worksheet guides the IEP team decisions. If a student requires an interpreter for communication access, it is required for all areas of instruction and non-academic settings.

[Additional Technical Assistance Resources](#)