



## Related Service: Parent Counseling and Training

This tip sheet is designed to support IEP teams in the documentation of Parent Counseling and Training within the IEP.

### *NC 1500-2.31 Related Services*

*(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. Related services include, but are not limited to, 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.***

*(8) Parent counseling and training means:*

- (i) Assisting parents in understanding the special needs of their child;*
- (ii) Providing parents with information about child development; and*
- (iii) Helping parents to acquire the necessary skills that will allow them to support the implementation of their child's IEP or IFSP.*

*(Authority: 20 U.S.C. 1401(26); 34 CFR 300.34; 115C-106.3(18))*

### *NC 1500-2.39 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 extra-curricular and non-academic settings, to enable children with disabilities to be educated with nondisabled children to the maximum extent appropriate in accordance with the least restrictive environment requirements.*

*(Authority: 20 U.S.C. 1401(33); 34 CFR 300.42)*



## Documentation of Parent Counseling and Training

1. When completing an annual review or addendum, clearly document goals that are based on the student's present levels of academic achievement and functional performance. Services and supports needed to address IEP goals must be included in the IEP development process.
2. Under the "Services" tab within ECATS, document all Specially Designed Instruction and Related Services and/or Other Support Services provided to the student. In addressing the student's need for Parent Counseling and Training as a Related Service, the IEP team should consider the intensity of support the child requires. To document Parent Counseling and Training as a Related Service, click "Add Services" and choose "Parent Counseling and Training" from the dropdown menu. Save and continue.

Add Related Service(s)

Related Services

Parent Counseling & Training

To add more than 4 services of any one type, you must click the "Save and Continue" button, then return to this page.

BACK SAVE & CONTINUE >>

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## Documenting Parent Counseling and Training as Integrated with a Goal

3. Delivery of Parent Counseling and Training can be associated with the student's current goals. In documenting the service as integrated with a goal, choose "Goal" as the "Service Method." Then determine the amount of time/frequency, duration, and location.



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Related Services and/or Other Support Services ADD SERVICE(S)

Del	Service	Amount of Time / Frequency	Duration	Location	Service Method
<input type="checkbox"/>	Parent Counseling & Training	1 minute(s) 1 per week	<input type="text"/> <input type="text"/>	<input type="text"/> <input type="text"/>	<input checked="" type="radio"/> Goal <input type="radio"/> Supplemental Aids / Services

Separate School  
 General Education  
 Special Education

### Things for IEP teams to consider:

- If there is data to suggest the parents need support in acquiring the necessary skills that will allow them to support the implementation of the child’s IEP, it is likely that service delivery would be associated with an existing goal for the student
- Consider the areas the parent needs support in and associate service delivery with those existing goals.
- Example:
  - *A child with an AT device may have goals for use of the device and/or communication. A parent will likely require instruction in skills and strategies to teach the child to use the device across settings. Integrating Parent Counseling and Training with those existing goals would enable the parent to acquire the necessary skills to support the implementation of this goal.*

4. On the “Services Goal Integration” tab, choose the annual goal that will be integrated with Parent Counseling and Training, and click “Edit Goal Integration.”

Communication

Area in Need of SDI: Communication  
Present Level of Performance: Present level of academic and functional performance  
Supplemental Aids and/or Services:

Goal	Service(s) supporting this goal	Edit
Annual goal 1		<a href="#" style="background-color: #2e7d32; color: white; padding: 2px 10px; text-decoration: none;">EDIT GOAL INTEGRATION</a>



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- Choose which services, including Parent Counseling and Training, will be supporting this goal. The goal area should then reflect all services supporting the goal.

Annual goal 1

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Service(s) supporting this goal:  Communication Skills  Expressive/Receptive Vocabulary Development  Parent Counseling & Training  
 Expressive/Receptive Language

### Communication

Area in Need of SDI: Communication

Present Level of Performance: Present level of academic and functional performance

Supplemental Aids and/or Services:

Goal	Service(s) supporting this goal	Edit
Annual goal 1	Expressive/Receptive Language	<a href="#">EDIT GOAL INTEGRATION</a>
	Expressive/Receptive Vocabulary Development	
	Parent Counseling & Training	

- When creating a draft or finalized version of the IEP, the services supporting the goal will now be documented under the goal information. This information can also be viewed by clicking “Show Section” to preview.

Measurable Annual Goals				
Academic and/or functional goals designed to meet the student's needs. Goals should be clearly defined and measurable. For students who take alternative assessments aligned to alternative achievement standards, include a description of benchmarks or objectives.				
Specific Area of Need	Speech/Language			
Specific Area of Need	Communication			
Observable Skill / Behavior	Criterion for Mastery	Method of Measuring Progress	Assistive Technology	Related to Transition Goals
Annual goal 1	80.0	Language Assessment	No	No
Service(s) supporting this goal:	<ul style="list-style-type: none"> <li>· Expressive/Receptive Vocabulary Development</li> <li>· Expressive/Receptive Language</li> <li>· Parent Counseling &amp; Training</li> </ul>		ESY Service(s) supporting this goal:	



## Documenting Parent Counseling and Training as a Supplemental Aid / Service

7. Delivery of Parent Counseling and Training may be documented as a Supplemental Aid / Service (Parent Counseling and Training - SAS). In documenting the service as a Supplemental Aid / Service, choose “Supplemental Aids / Services” as the “Service Method.” The team must describe the Supplemental Aids and Services, including frequency, to be provided on behalf of or to the student.

Related Services and/or Other Support Services ADD SERVICE(S)

Del	Service	Amount of Time / Frequency	Duration	Location	Service Method
<input type="checkbox"/>	Parent Counseling & training - SAS	<input type="text"/> minute(s) per <input type="text"/> week	<input type="text"/> <input type="text"/>	<input type="text"/>	<input type="radio"/> Goal <input checked="" type="radio"/> Supplemental Aids / Services

Describe the Supplemental Aids and Services, including frequency, to be provided on behalf of or to the student.

### Things for IEP teams to consider:

- Consider the areas the parent needs support in as documented in policy *NC 1500-2.31* (above). If those areas need not be integrated with a goal, this service may be documented as a Supplemental Aid / Service.
- Note: The IEP team is still responsible for describing the service in detail, including frequency, to be provided on behalf of the student.
- Example:
  - *A parent of a child with a newly diagnosed disability is unfamiliar with the educational impact of said disability. The parent may require some training in understanding the special needs of their child, which could be provided in a few sessions with a familiar provider.*