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A LEGISLATIVE AND JUDICIAL ANALYSIS OF INDIVIDUALIZED EDUCATION  
PROGRAM RELATED SERVICES (439 pp.)

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The purpose of this research is to analyze U.S. and Ohio legislation and case law as they relate to related services provided through an individualized education program for students with disabilities. Chapter one provides an introduction to the study. Chapter two provides a review of literature associated with related services as part of a student's individualized education program, as well as the legislative history of the Education of All Handicapped Children Act of 1975 (PL 94-142) and in 1990 renamed the Individuals with Disabilities Education Act. Chapter three details the methodology with which the study will be conducted.

Next, in chapter four case law is reviewed to determine how state and federal courts have ruled in disputes between parents and local education agencies regarding the provision of related services as part of a student's individualized education program. In chapter five, the dissertation identifies IDEA's intended purpose specifically regarding related services. Additionally, chapter five also ascertains the specific outcomes of case law pursuant to the IDEA and related services, details the similarities and differences in cases involving related services, and specifies the trends in case law and judicial decisions.

Finally, chapter six provides guidelines concerning the provision of related services for students with disabilities to school board members, superintendents, district and building administrators, general and special education teachers, related service providers, the Ohio Department of Education, and Ohio and Federal legislators.

Disagreements can occur between parents and school districts on the provision of related services to their children. Most often, in the case of related services, parents dispute the delivery, frequency, or location in which the services are provided. School leaders are charged with understanding the many complicated facets of special education law, their state's procedural safeguards, and making the determination of whether they feel the service is necessary for a student to receive an education which confers meaningful educational benefit. On top of the aforementioned information, school leaders must also ensure school districts can meet their financial obligations in the provision of services to all students. In order to have collaborative relationships with the best interests of the student at heart, educators and parents should work together to determine what services are necessary to meet the child's individual needs.