



What are Supplementary Aids & Services?

This tip sheet introduces and briefly defines supplementary aids and services and provides tips for implementation. To learn more, review the additional resources and check with state law for supplemental requirements. This is one of four tip sheets in a collection of the statement of services and aids in the individualized education program (IEP; Sec. 300.320(a)(4)). The overview tip sheet provides a summary of the complete statement.

What Does IDEA Say?

According to IDEA Sec. 300.42,

"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 in accordance with §§300.114 through 300.116."

Let's Break It Down

Where?

- Regular education classes
- Other education-related settings
- In extracurricular and nonacademic settings

What?

- Aids
- Services
- Other supports

Why?

To enable children with disabilities to be educated with nondisabled children

Common Types and Examples

Types

Definition

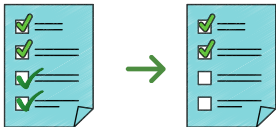
Examples



Instructional Accommodations

Changes *how* students access or demonstrate learning but does not change *what* students learn

- Assistive technology device
- Reader for math assignment
- Calculator for problem-solving tasks
- Extended time to complete a task or frequent breaks



Instructional Modifications

Change to *what* a student will be expected to learn or what a test is expected to measure

- Changing the expectations for learning
- Reducing the requirements of the task
- Reader for a reading comprehension activity
- Calculator for math calculation activities



Other aids and services

Other types of direct services and supports to the student based on the unique needs of the student

- Healthcare assistant for a student with significant health needs
- Assistive technology services
- Additional peer or adult support





Tips for Identification and Implementation

- ✓ Ensure selection is justified in the present levels statement and aligned with the unique needs of students, not their disability category.
- ✓ Consider aids and services for supporting both academic and functional needs.
- ✓ Consider accommodations before selecting modifications; the latter generally promotes lower expectations.
- ✓ Consider aids and services that may be needed in extracurricular and other education and nonacademic settings necessary to promote access and opportunities with peers.
- ✓ Identify additional supports needed to promote effective use of selected aids and services.
- ✓ Align testing and instructional accommodations to ensure that students have opportunities to use them successfully in the classroom before they are used for an assessment.

Where Can You Learn More?



The What and Why of the Statement of Services and Aids (PROGRESS Center). The course explains the IDEA requirements for the statement of services and aids and the critical role of the statement in the development of a high-quality IEP.



Accommodations: Instructional and Testing Supports for Students with Disabilities (IRIS Center). This interactive module aims to increase knowledge of instructional and testing accommodations for students with disabilities.



Online Training to Improve Accommodations Decision Making (National Center for Education Outcomes). This training includes case-based video clips and five interactive, multimedia professional development modules to help educators select, administer, and evaluate the use of accommodations.



PROGRESS Center Website. The PROGRESS website includes additional information about developing high-quality IEPs and additional tip sheets in this series.