

# IEP Tip Sheet

## Overview of the Statement of Services & Aids

This tip sheet introduces and provides an overview of the statement of services and aids that are part of the individualized education program (IEP). It also includes a brief summary of federal regulations and tips for implementation. To learn more, review the more in-depth tip sheets for all four parts and check with state law for additional requirements.





### What Does IDEA Say?

According to the Individuals with Disabilities Education Act (IDEA), [Section 300.320\(a\)](#), each child's IEP must contain the following:

"(4) A statement of the **special education** and **related services** and **supplementary aids and services**, based on peer-reviewed research to the extent practicable, to be provided to the child, or on behalf of the child, and a statement of the **program modifications or supports for school personnel** that will be provided to enable the child—

- (i) To advance appropriately toward attaining the annual goals;
- (ii) To be involved in and make progress in the general education curriculum in accordance with paragraph (a)(1) of this section, and to participate in extracurricular and other nonacademic activities; and
- (iii) To be educated and participate with other children with disabilities and nondisabled children in the activities described in this section [emphasis added]."

### Breaking Down the Parts of Statement

Statement Component	Definition	Examples
 <p><b>Special Education</b></p>	<p>"... specially designed instruction, at no cost to the parents, to meet the unique needs of a child with a disability ... ." <a href="#">[Sec. 300.39(a)]</a></p>	<ul style="list-style-type: none"> <li>• Specialized instruction conducted in the classroom, home, hospitals, institutions, and other settings</li> <li>• Specialized instruction in physical education</li> <li>• Travel training</li> <li>• Vocational education</li> <li>• Speech-language pathology services, or any other related service, if the service is considered special education rather than a related service</li> </ul>
 <p><b>Related Services</b></p>	<p>"... transportation and such developmental, corrective, and other supportive services as are required to assist a child with a disability to benefit from special education ... ." <a href="#">[Sec. 300.34(a)]</a>.</p>	<ul style="list-style-type: none"> <li>• Speech-language pathology and audiology services</li> <li>• Interpreting services</li> <li>• Psychological services</li> <li>• Physical and occupational therapy</li> <li>• Recreation, including therapeutic recreation</li> <li>• Early identification and assessment of disabilities in children</li> <li>• Parent counseling and training</li> </ul>
 <p><b>Supplementary Aids &amp; Services</b></p>	<p>"... 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 ... ." <a href="#">[Sec. 300.42]</a>.</p>	<ul style="list-style-type: none"> <li>• Accommodations</li> <li>• Modifications</li> <li>• Other direct services</li> </ul>
 <p><b>Program Modifications &amp; Supports</b></p>	<p>Supports and modifications to assist staff in supporting implementation of the IEP</p>	<ul style="list-style-type: none"> <li>• Training for staff to support implementation</li> <li>• Special equipment or resources for providing instruction and supports</li> <li>• Collaborative planning time between the general education teacher, the special education teacher, and related service providers</li> </ul>





## Tips for Implementation

- ✓ Ensure that the present levels of academic achievement and functional performance (PLAAFP) statement justifies the IEP team’s selection of special education, aids, and services to be provided to the student.
- ✓ Avoid identifying specific programs and instead focus on the features of an individualized program necessary for the student to benefit.
- ✓ Identify special education, aids, and services based on the unique needs of the student as opposed to a disability label or the location of services.
- ✓ Consider what knowledge and skills school personnel will need to successfully implement the IEP and support the child across learning environments.
- ✓ For students who are nonresponsive to evidence-based programs, consider using a research-based process, such as data-based individualization, to individualize supports.
- ✓ Review the research and resources from Office of Special Education Programs–funded centers to identify specialized instructional approaches and strategies plus aids and services that are supported by evidence, as appropriate.

### Where can you learn more?

Access these PROGRESS IEP Tip Sheets for more details about each part of this required statement:

- ★ [Special education](#)
- ★ [Related services](#)
- ★ [Supplementary aids and services](#)
- ★ [Program modifications or supports for school personnel](#)



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