



# IEP Tip Sheet

## What are Program Modifications & Supports?

This tip sheet introduces and briefly defines program modifications and supports that promote access to and progress in general education programming and shares 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?

Although IDEA does not define program modifications and supports for school personnel, according to [Sec. 300.320\(a\)](#), each child's IEP must contain the following:

"(4) . . . 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."

### Let's Break It Down

#### Why?

Assist school personnel in helping promote progress toward annual IEP goals, progress in general education curriculum, and access to peers.

#### For whom?

School personnel supporting the student

#### What?

Program modifications, including changes to the physical environment or schedule

Program supports including, professional development and materials

### Considerations for Program Modifications and Supports for School Personnel

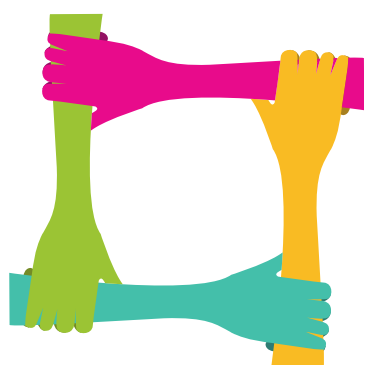
#### Common Types

#### Questions to Consider



**Program Modifications**

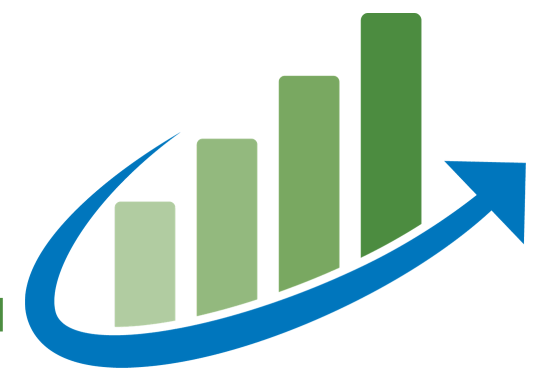
- Are modifications to the physical classroom environment necessary to promote progress in the general education curriculum, access to peers with and without disabilities, and progress toward IEP goals?
- Are modifications to the school schedule or program necessary to promote progress in the general education curriculum, access to peers with and without disabilities, and progress toward IEP goals?



**Program Supports**

- What professional learning (e.g., training, conference attendance) do school personnel need to execute the IEP, promote progress in the general education curriculum, and support the student's development of peer relationships?
- What special equipment or materials are necessary for personnel to implement the IEP, support student progress in the general education curriculum, and promote student access to peers? Is additional support from other staff or administrators necessary?
- Does the classroom teacher need additional support in the classroom (e.g., having an aide in the classroom) to
- effectively support the student's access to and benefit from general education?





## Tips for Implementation

- ✓ Select and design supports that directly assist personnel in helping the student progress toward IEP goals and in the general education curriculum.
- ✓ Consider program modifications before considering a more restrictive placement.
- ✓ Prior to implementation of the IEP, identify and provide appropriate training to personnel directly supporting the student.
- ✓ Ensure that program modifications align with the unique needs of the child, not his/her disability label or location of services.

## Where Can You Learn More?



**Program Modifications for School Personnel.** The Center for Parent Information & Resources provides information for families on what the requirements for program modifications are and some common examples.



**What is Included in the IEP Document? Individualized Services and Supports.** (IRIS Center). This section is one component of the IRIS module, Developing High-Quality Individualized Education Programs. This section provides a definition of program modifications and supports plus additional examples, along with other requirements for describing individualized services for IEP teams.



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