



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>Special Education</p>	<p>"... specially designed instruction, at no cost to the parents, to meet the unique needs of a child with a disability" [Sec. 300.39(a)]</p>	<ul style="list-style-type: none"> • Specialized instruction conducted in the classroom, home, hospitals, institutions, and other settings • Specialized instruction in physical education • Travel training • Vocational education • Speech-language pathology services, or any other related service, if the service is considered special education rather than a related service
 <p>Related Services</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" [Sec. 300.34(a)].</p>	<ul style="list-style-type: none"> • 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 • Parent counseling and training
 <p>Supplementary Aids & Services</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" [Sec. 300.42].</p>	<ul style="list-style-type: none"> • Accommodations • Modifications • Other direct services
 <p>Program Modifications & Supports</p>	<p>Supports and modifications to assist staff in supporting implementation of the IEP</p>	<ul style="list-style-type: none"> • Training for staff to support implementation • Special equipment or resources for providing instruction and supports • Collaborative planning time between the general education teacher, the special education teacher, and related service providers





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](#)