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].”

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?

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### 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.

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<td><strong>Special Education</strong></td>
<td>“... specially designed instruction, at no cost to the parents, to meet the unique needs of a child with a disability...” [Sec. 300.39(a)]</td>
<td>• 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</td>
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<td><strong>Related Services</strong></td>
<td>“... 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)]</td>
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**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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