

# Supplementary Aids and Services (Component of the IEP)

<https://ectacenter.org/topics/iep/iep-activity-supplementary-aids-and-services.asp>



## IEPs Require Appropriate Supplementary Aids and Services

The IEP must contain a statement of the special education and related services and supplementary aids and services to be provided to the child, or on behalf of the child.

[34 CFR §300.320\(a\)\(4\)](#) states that each child's IEP must contain:

- (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*



## What are Supplementary Aids and Services?

[34 CFR §300.42](#) defines supplementary aids and services:

*Supplementary aids and 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...*



Supplementary aids and services are not general strategies that might be tried and used within a preschool educational environment.

Instead, supplementary aids and services are determined by the IEP team and are based on the unique needs of the child. It's a good idea to review your state and local guidance and policies when documenting supplementary aids and services.

Speaking practically, supplementary aids and services can be accommodations or modifications to curriculum, how content is presented, or how a child's progress is measured. Supplementary aids and services can also include:

- direct services and supports to the child
- support and training for staff who work with the child

Because of all these factors, determining what supplementary aids and services are appropriate for a particular child must be done on an individual basis.

Once documented on the IEP, aids and services must be provided as agreed upon.

## More Information from the Parent Center Hub

Additional information about Supplementary Aids and services and the IEP are available from the Center for Parent Information and Resources (CPIR) at:

<https://www.parentcenterhub.org/iep-supplementary>



# Example Supplementary Aids and Services for Preschool Children with Disabilities

## Environmental Accommodations

- room layout
- quiet area
- designated seating
- personal carpet square

## Staff Support

One-on-one support can be the most restrictive support for a child. Assigning extra personnel to support the classroom more generally is often a less restrictive type of support.

## Planning Time and Training

- needed for personnel collaboration and support.

## Specialized Equipment

- wheelchair
- communication or visual supports
- adapted utensils, cups, or plates

## Developmental Skills and Communication

- visual supports
- social stories
- sign language
- modified formats
- extended time
- shorter instructions
- chaining skills
- shortened participation in activities  
extending participation over time

## Social Skills and Interaction

- social stories
- cooperative learning groups
- peer training
- teaching social skills

## Specialized Materials

- large print
- Braille
- assistive technology (AT)

## Other examples:

## Further Reading

[IEP Tip Sheet: What are Supplementary Aids and Services](#) from the PROGRESS Center briefly defines supplementary aids and services and provides tips for implementation.



The ECTA Center is a program of the [FPG Child Development Institute](#) of the [University of North Carolina at Chapel Hill](#), funded through cooperative agreement number H326P220002 from the [Office of Special Education Programs](#), U.S. Department of Education. Opinions expressed herein do not necessarily represent the Department of Education's position or policy. Project Officer: Julia Martin Eile

