

Supplementary Aids and Services

Supplementary aids and services 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 in accordance with §§300.114 through 300.116...

Definition #9



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At last, a new term and definition! We're drawing close to the end of this training module as the curtain goes up on definition #9—supplementary aids and services. This term is defined at §300.42; appears on **Handout A-3**; is discussed at length in Module 13, *Content of the IEP*; and, while short in words, is mighty in scope and impact. The definition reads:

§300.42 Supplementary aids and services.

Supplementary aids and services 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 in accordance with §§300.114 through 300.116.

Supplementary aids and services are intended to improve children's access to learning and their participation across the spectrum of academic, extracurricular, and nonacademic activities and settings. The latter element—"...in *extracurricular and nonacademic setting*"—is new to IDEA. Consistent with the inclusive nature of the legislation, the final Part B regulations have added this phrase to the definition of supplementary aids and services and, thus, enlarged the scope of where supplementary aids and services must be provided, as appropriate to the child's needs.

What is IDEA referring to at §§300.114 through 300.116? Anyone recognize those numbers? They were discussed under Slides 24 and 25 in Section 2 of this module (on acronyms), and relate to IDEA's requirements for:

- least restrictive environment (LRE) (§300.114);
- the continuum of alternative placements (§300.115); and
- placements (§300.116).

Thus, supplementary aids and services are often critical elements in supporting the education of children with disabilities in regular classes and their participation in a range of another school activities.

Examples from the Field

The definition of “supplementary aids and services” was new in IDEA '97. Since then, the field has fleshed out the definition through practice. Numerous States have developed IEP guides that include both the regulatory definition of “supplementary aids and services” and examples to guide IEP teams in their considerations of what a student might need. Here are some examples that the New Mexico Public Education Department¹ provides online that you may find illuminating:

- Supports to address *environmental needs* (e.g., preferential seating; planned seating on the bus, in the classroom, at lunch, in the auditorium, and in other locations; altered physical room arrangement);
- Levels of *staff support needed* (e.g., consultation, stop-in support, classroom companion, one-on-one assistance; type of personnel support: behavior specialist, health care assistant, instructional support assistant);
- *Planning time* for collaboration needed by staff;
- Child's *specialized equipment needs* (e.g., wheelchair, computer, software, voice synthesizer, augmentative communication device, utensils/cups/plates, restroom equipment);

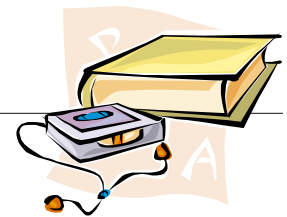


- *Pacing of instruction needed* (e.g., breaks, more time, home set of materials);
- *Presentation of subject matter needed* (e.g., taped lectures, sign language, primary language, paired reading and writing);
- *Materials needed* (e.g., scanned tests and notes into computer, shared note-taking, large print or Braille, assistive technology);
- Assignment modification needed (e.g., shorter assignments, taped lessons, instructions broken down into steps, allow student to record or type assignment);
- Self-management and/or follow-through needed (e.g., calendars, teach study skills);
- *Testing adaptations needed* (e.g., read test to child, modify format, extend time);
- Social interaction support needed (e.g., provide Circle of Friends, use cooperative learning groups, teach social skills);
- Training needed for personnel.

Settings and Services

As said above, considering the supplementary aids and supports that a child needs should take into account the academic, extracurricular, and nonacademic environments available to, and of interest to, the child. Two related sets of provisions within IDEA are helpful in defining the range of settings and services to consider: *nonacademic services* and *nonacademic settings*.

Note that both of these provisions directly reference supplementary aids and services as an often-appropriate and necessary element in providing children with disabilities the opportunity to participate in nonacademic and extracurricular services and activities.



NIMAS

A new and exciting addition to IDEA is the requirement regarding access to instructional materials for blind or other persons with print disabilities, in accordance with the *National Instructional Materials Accessibility Standard (NIMAS)*. A separate module is devoted entirely to the NIMAS provisions (see Module 8), so the topic will not be covered here. However, it does bear mentioning that access to instructional materials for children who are blind or have other print disabilities is relevant both to discussion of supple-



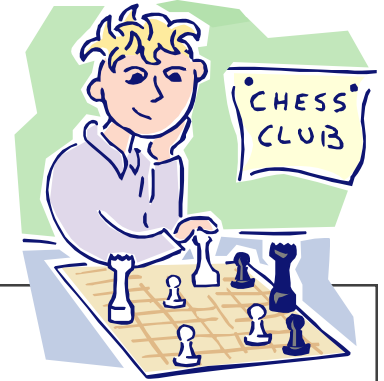
mentary aids and services and to access to the general curriculum.

Concluding Words

A fair amount of time and space has been devoted to this discussion of supplementary aids and services. For many children with disabilities, these are pivotal elements to participation in school-related settings, activities, and learning opportunities. The Department's comments in the Analysis of Comments and Changes summarize well the role that supplementary aids and services can play in a child's school life:

The Act places great emphasis on ensuring that children with disabilities are educated, to the maximum extent appropriate, with children who are nondisabled and are included in nonacademic and extracurricular services and activities as appropriate to the needs of the child. We believe the public agency has an obligation to provide a child with a disability with appropriate aids, services, and other supports, as determined by the IEP Team, if necessary to ensure the child's participation in nonacademic and extracurricular services and activities. Therefore, we will clarify in §300.117 that each public agency must ensure that children with disabilities have the supplementary aids and services determined necessary by the child's IEP Team for the child to participate in nonacademic and extracurricular services

and activities to the maximum extent appropriate to the needs of that child. (71 Fed. Reg. at 46589)



§300.107 Nonacademic services.

The State must ensure the following:

(a) Each public agency must take steps, including the provision of supplementary aids and services determined appropriate and necessary by the child's IEP Team, to provide nonacademic and extracurricular services and activities in the manner necessary to afford children with disabilities an equal opportunity for participation in those services and activities.

(b) Nonacademic and extracurricular services and activities may include counseling services, athletics, transportation, health services, recreational activities, special interest groups or clubs sponsored by the public agency, referrals to agencies that provide assistance to individuals with disabilities, and employment of students, including both employment by the public agency and assistance in making outside employment available.

§300.117 Nonacademic settings.

In providing or arranging for the provision of nonacademic and extracurricular services and activities, including meals, recess periods, and the services and activities set forth in §300.107, each public agency must ensure that each child with a disability participates with nondisabled children in the extracurricular services and activities to the maximum extent appropriate to the needs of that child. The public agency must ensure that each child with a disability has the supplementary aids and services determined by the child's IEP Team to be appropriate and necessary for the child to participate in nonacademic settings.

¹ New Mexico Public Education Department. (2004). *A sampling of supplemental supports aids & services*. Retrieved May 13, 2007, at www.ped.state.nm.us/seo/library/qtrly.0204.lre.handouts.pdf

Transition Services **Definition #10**

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Oh no, here we go again. Another huge definition, another viewer trying to hide from it. By now, participants should recognize the message here: giant definition, we're going to break it down to its component pieces. When the slide appears and they get a good look at it, ask them to tell you what's going to happen now...



Transition services are intended to help youth with disabilities make the transition from the world of secondary school to the world of adulthood

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Unlike previously gigantic definitions, we take up the definition of transition services with a simple summary of its purpose, as shown on the slide.

This is a good opportunity to talk with participants about what "the world of adulthood" involves. What would help a student get ready for that world? What are the domains of adult activity? This type of discussion can serve as both an advance organizer for upcoming content and a way to spark participants' own internal constructs of the adult world, which will likely mesh well with the domains they'll see addressed in the definition of transition services.

Transition Services

Definition #10

View 1



Slide loads with the title and the picture of rocks leading to a castle of rock.

Click 1

Transition Services

Definition #10

Transition services means a **coordinated set of activities** for a child with a disability that—

(1) Is designed to be within a **results-oriented process**, that is focused on improving the academic and functional achievement of the child with a disability to facilitate the child's movement from school to post-school activities, including—

Click 1:
Picture of rock pile disappears, and top part of transition definition appears.

(continued on next page) 

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- | | |
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| <ul style="list-style-type: none">• postsecondary education,• vocational education,• integrated employment (including supported employment), | <ul style="list-style-type: none">• continuing and adult education,• adult services,• independent living, or• community participation |
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Clicks 2-3

Click 2:
Bullets 1-3 appears.

Click 3:
Bullets 4-7 appears.

CLICK AGAIN to advance to next slide.

Slide 19 (Section 3): Background and Discussion

3 Clicks



The slide opens with a view of rocks leading to a castle of rocks to indicate that the lengthy definition of transition services will now be broken down into its pieces (all those rocks you see piled up). One **CLICK**, the castle picture will fold away, and the first part of the definition will be on the screen, as follows:

(a) *Transition services* means a coordinated set of activities for a child with a disability that—

(1) Is designed to be within a results-oriented process, that is focused on improving the academic

and functional achievement of the child with a disability to facilitate the child's movement from school to post-school activities... [§300.43(a)(1)]

A number of key words are used in this definition that encapsulate important concepts about transition services:

- Activities need to be *coordinated* with each other.
- The process focuses on *results*.
- Activities must address the child's *academic and functional achievement*.

- Activities are intended to smooth the young person's movement into the post-school world.

Thus, transition services are to be planned as a group and are intended to drive toward a result—they should not be haphazard or scattershot activities, but *coordinated* with each other to achieve that outcome or result.

What result might that be? From a federal perspective, the result being sought can be found in the very first finding of Congress in IDEA's statute, which refers to "our national policy of ensuring equality of opportunity, full participation, independent living, and economic self-sufficiency for individuals with disabilities." [20 U.S.C. 1400(c)(1)] Preparing children with disabilities to "lead productive and independent adult lives, to the maximum extent possible" is one of IDEA's stated objectives. [20 U.S.C. 1400(c)(5)(A)(ii)]

When? Including Transition Services in the IEP

What's not apparent in IDEA's definition of transition services but nonetheless critical to mention is the *timing* of transition-related planning and services: When must transition activities considerations begin? The answer lies in a different provision related to content of the IEP:

From §300.320(b):

(b) *Transition services.* Beginning not later than the first IEP to be in effect when the child turns 16, or younger if determined appropriate by the IEP Team, and updated annually, thereafter, the IEP must include—

(1) Appropriate measurable postsecondary goals based upon age appropriate transition assessments related to training, education, employment, and, where appropriate, independent living skills; and

(2) The transition services (including courses of study) needed to assist the child in reaching those goals.

It's interesting to note that, in IDEA '97, specific types of transition statements were required in the IEP beginning when the student was age 14 and every year thereafter. IDEA 2004 has changed the age and revised the language describing what type of statements must be included in the student's IEP (as is more fully explained in Module 13, *Content of the IEP*). In keeping with the individualized nature of the IEP, the IEP Team retains the authority, however, to begin transition-related considerations earlier in a student's life, if Team members (which include the parent and the student with a disability) determine it appropriate, given the student's needs and preferences.

Domains Considered: Parts 2 and 3 of the Slide

With another **CLICK**, the first three bullets appear on the left side of the screen, continuing the definition of transition services. These are:

- postsecondary education,
- vocational education,
- integrated employment (including supported employment).

The next **CLICK** will bring up the remaining elements contained in the opening to the definition:

- continuing and adult education,

- adult services,
- independent living, or
- community participation.

As context, here's the opening part of the definition in one place, with the relevant text in bold:

(a) *Transition services* means a coordinated set of activities for a child with a disability that—

(1) Is designed to be within a results-oriented process, that is focused on improving the academic and functional achievement of the child with a disability to facilitate the child's movement from school to post-school activities, **including postsecondary education, vocational education, integrated employment (including supported employment), continuing and adult education, adult services, independent living, or community participation...**

Here are the domains of the postschool world you may have discussed with the audience and the range of areas to be explored by the IEP Team to determine what types of transition-related support and services a student with a disability needs. It's easy to see how planning ahead in each of these areas, and developing goal statements and corresponding services for the student, can greatly assist that student in preparing for life after high school.

And we're not done yet. There's more to IDEA's definition of transition services, and it's coming up next.

Transition Services

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(2) Is based on the individual child's needs, taking into account the child's strengths, preferences, and interests; and includes—

- (i) Instruction;
- (ii) Related services;
- (iii) Community experiences;
- (iv) The development of employment and other post-school adult living objectives; and
- (v) If appropriate, acquisition of daily living skills and provision of a functional vocational evaluation.

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The slide includes the opening section of the definition of transition services, very small and in gray text; the next section of the definition, in bold and normal text to indicate that this is the subject of this slide; and the final section of the definition, also small and in gray, which will be the subject of the next slide. This organization places the subject to be discussed (the middle section of the definition) in its proper context.

The provision of interest follows the lead-in "*Transition services* means a coordinated set of activities for a child with a disability that..." and adds:

(2) Is based on the individual child's needs, taking into account the child's strengths, preferences, and interests; and includes—

This is not a new provision of law. It acknowledges that, for children themselves, the outcome or result sought via coordinated transition activities must be personally defined, taking into account a child's interests, preferences, needs, and strengths. This is why the public agency must invite the child with a disability to attend IEP Team meeting "if a purpose of the meeting will be the consideration of the postsecondary goals for the child and the transition services needed to assist the child in reaching those goals

under §300.320(b)" or "must take other steps to ensure that the child's preferences and interests are considered" if the student is not able to attend [§300.321(b)].

Transition Services

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(a) Transition services means a coordinated set of activities for a child with a disability that—

- (1) is designed to be within a results-oriented process...
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...and includes—

- (i) Instruction;
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- (iv) The development of employment and other post-school adult living objectives; and
- (v) If appropriate, acquisition of daily living skills and provision of a functional vocational evaluation.

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Last slide in the transition five! And we are very nearly done with this separate slide show of five key terms and the module itself.

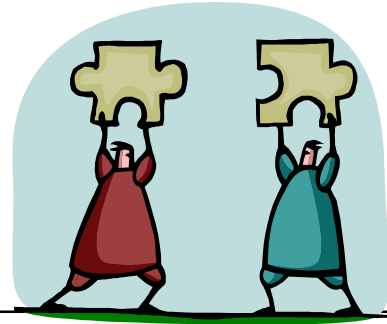
This slide picks up where the last left off, providing examples of the types of activities included in that "coordinated set of activities" mentioned two slides ago and still barely visible in the tiny, grayed-out print on the slide. As IDEA specifies at §300.43(a)(2), this includes:

- Instruction;
- Related services;
- Community experiences;

- The development of employment and other post-school adult living objectives; and
- If appropriate, acquisition of daily living skills and provision of a functional vocational evaluation.

That is a lot of ground to cover, but essential ground, if the student's transition to the adult world is to be facilitated. A spectrum of adult activities is evident here, from community to employment, from being able to take care of oneself (e.g., daily living skills) to considering other adult objectives and undertakings.

Resources of More Information



Transition is a huge topic. Its treatment within this module and in the module *Content of the IEP* is necessarily brief, given all that can be said on the subject. Not all audiences will need extensive information on transition planning; it really is a topic that comes in its own time. You can therefore enlarge its treatment here for participants who live with or work with children with disabilities of transition age, or keep this key change in the IEP a brief mention only.

Should you wish to enlarge the training (or connect interested participants with more information), here are several truckloads of transition-related materials, all summed up in NICHCY's Transition Suite, which is divided into five separate offerings:

- *Transition 101*
<http://www.nichcy.org/resources/transition101.asp>
Introducing the students, the laws, transition planning in action, transition connections state-by-state, and materials in Spanish.
- *Transition for Parents*
http://www.nichcy.org/resources/transition_parents.asp
Parents have unique transition-related questions and concerns, addressed through the resources identified here.
- *Transition for Students*
http://www.nichcy.org/resources/transition_students.asp
Calling all students! These resources are for you, to explain transition planning and to talk about what you bring to the IEP table, including your dreams.
- *Transition for Professionals*
http://www.nichcy.org/resources/transition_professionals.asp
Resources for administrators, transition specialists, secondary school teachers, job developers, youth development professionals, and those planning school-to-work programs and activities.
- *Transition for Specific Disabilities*
http://www.nichcy.org/resources/transition_disab.asp
Find transition resources specific to these disabilities: AD/HD, autism, blindness/visual impairment, deaf-blindness, deaf/hearing impairment, Down syndrome, intellectual disabilities, learning disabilities, mental health, special health care needs, and traumatic brain injury.



Tired yet?

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So—*are* you tired yet? How about the audience? You bet!

This slide signals that the end is in sight, that participants have absorbed tremendous amounts of information, and that everyone is entitled to feel a bit tired. There's no need to say anything; the picture on the slide will speak for itself.

You've just consumed practically the entire platter of special education and IDEA's most essential concepts and principles.



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Nearly done. The purpose of this slide is to indicate the scope of what's been addressed in this module on the *Top 10 Basics of Special Education*—namely, the full platter of IDEA's most essential concepts and principles.

Having completed this module, participants should be well-versed in the acronyms, process, and terminology that are pivotal to the statute and regulations. No wonder the girl on the slide is smiling. Not only has she survived the intake of so much information, she now has a broad and deep understanding of IDEA's core elements and how they go together to address the education of children with disabilities.

Take 10 minutes more and talk with participants what they've learned today, what they identify as IDEA's core concepts and principles, and how these relate to their own personal or professional involvement with children who have disabilities.



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CLICK AGAIN to END the slide show.

And you're done! Everyone out to the meadow and eating wildflowers!