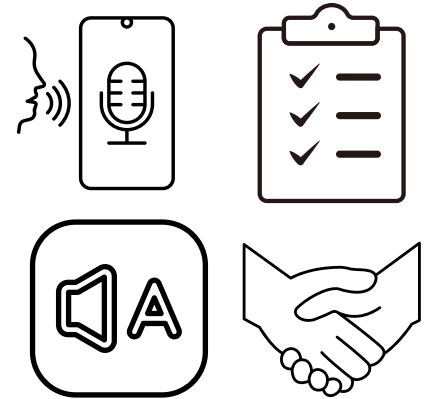


Supplementary Aids and Services:

are a component of a student's Individualized Education Program (IEP). These aids and services are intended to help the student gain more access to learning and their participation across the range of academic, extracurricular, and nonacademic activities and settings.

The **Supplementary Aids and Services** section (formerly Accommodations and Modifications) of the CT IEP form will include four parts:

- Accommodations
- Modifications
- Assistive Technology
- Direct Adult Support



Accommodations: help students access the curriculum, without changing it. For example, a student could have written instructions, preferential seating, extended time, or movement breaks.

Modifications: are when curriculum and expectations are changed for the student. For example, a student may have alternative or shortened projects or assignments, or different test questions.

Assistive Technology (AT): is any device, software, or equipment that helps students with disabilities to learn, communicate, or function better and more independently. AT can range from low-tech, such as a pencil grip, to high-tech, like a speech-generating communication device.

Direct Support (Adult): are adult supports that are needed to support the student directly, such as a one-to-one, or two-to-one paraeducator. This does not include a classroom paraeducator that is working with all students in the class.

Indirect Services: are the supports teachers or other school staff will need to implement the IEP. Indirect services will be listed in a grid that includes the service, goal, responsible staff, how often and for how long, as well as the start and end dates.

Examples of indirect services are:

- Consultation
- Classroom Paraeducator
- Targeted professional development (such as training on a student's assistive technology)