

Supplementary Aids and Services

Definition and Purpose:

“Supplementary aids and services means aids, services, and other supports that are provided in general 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.” (34 CFR 300.42)

The purpose of providing supplementary aids and services is to support students with disabilities as active participants with nondisabled peers, as well as to enable their access to the general curriculum. To that end, supplementary aids and services include modification to the general curriculum and [a child with a disability is not removed from education in age-appropriate regular classrooms solely because of needed modification in the general curriculum]. (34 CFR 300.116 (e))

Full Range of Supplementary Aids and Services

34 CFR 300.114 (ii) states that, “Special classes, separate schooling, or other removal of children with disabilities from the regular educational environment occurs **only** if the nature or severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily.” [emphasis added]

Supplementary Aids and Services Should Be:

- Available to all students who need them.
- Designed to provide meaningful educational benefit.
- Provided in a manner that avoids stigmatizing students (Gaskin Settlement Agreement, 2005).

There are an infinite number of possible supplementary aids and services to be considered and implemented by Individualized Education Program (IEP) teams. Court decisions have required school districts to make a concerted and good faith effort to use supplementary aids and services to address behavioral issues in the general classroom. The provision of positive behavioral interventions, strategies, and supports is designed to foster increased participation of children with disabilities in general education environments or other less restrictive environments, not to serve as a basis for placing children with disabilities in more restrictive settings.

It is important that IEP teams contemplate educational placement in the general education classroom with the provision of supplementary aids and services as needed.

One framework that may assist IEP teams in considering the full range of supplementary aids and services includes four categories of supplementary aids and services for consideration: Collaborative, Instructional, Physical, and Social-Behavioral (Etscheidt & Bartlett, 1999). The chart that follows provides illustrative examples for each of the categories. The *Oberti* decision includes reference to four specific supplementary aids and services that local education agencies (LEAs) must consider: modified curriculum, teacher training, effective behavior support, and provision of an aide, if necessary (*Oberti v. Board of Education of the Borough of Clementon School District*, 995 F.2d 1204 (3rd cir.1993)).

Framework for Considering the Full Range of Supplementary Aids and Services (SaS)

Category	Examples
Collaborative Adults working together to support students	<ul style="list-style-type: none"> Scheduled time for coplanning and team meetings Instructional arrangements that support collaboration (e.g., coteaching, paraprofessional support) Professional development related to collaboration Coaching and guided support for team members in the use of assistive technology for an individual student Scheduled opportunities for parental collaboration All school personnel collaborate in the development and delivery of SaS
Instructional Development and delivery of instruction that addresses diverse learning needs	<ul style="list-style-type: none"> Providing modified curricular goals Providing alternate ways for students to demonstrate learning Providing test modification Providing alternate materials and/or assistive technology (e.g., materials on tape, transcribe text into Braille, large print, alternate computer access) Providing instruction on functional skills in the context of the typical routines in the general classroom Changing method of presentation Using reader services Providing research-based supplementary materials Providing instructional adaptations (e.g., preteaching, repeating directions, extra examples and nonexamples)
Physical Adaptations and modifications to the physical environment	<ul style="list-style-type: none"> Furniture arrangement in environments Specific seating arrangements Individualized desk, chair, etc. Adaptive equipment Adjustments to sensory input (e.g., light, sound) Environmental Aids (e.g., classroom acoustics, heating, ventilation) Structural Aids (e.g., wheelchair accessibility, trays, grab bars)
Social-Behavioral Supports and services to increase appropriate behavior and reduce disruptive or interfering behavior	<ul style="list-style-type: none"> Social skills instruction Counseling supports Peer supports (e.g., facilitating friendships) Individualized behavior support plans Modification of rules and expectations Cooperative learning strategies

The Supplementary Aids and Services (SaS) Consideration Toolkit provides a systematic approach that guides student-focused teams through steps that lead to the identification of supplementary aids and services that will enable a student with a disability to participate and learn within general education settings. The toolkit, which was developed for use within schools throughout Pennsylvania, consists of five components that are packaged separately to facilitate ease of use. The documents can be downloaded at: <http://tinyurl.com/sastoolkit>.

References

Burns, E. (2003). *A Handbook for Supplementary Aids and Services*. Springfield, Ill: Charles C. Thomas.

Etscheidt, S. & Bartlett, L. (1999). The IDEA Amendments: A Four Step Approach for Determining Supplementary Aids and Services. *Exceptional Children*, 163-74.

Planning for the Future Checklist



Use this as your checklist to get ready for life after high school. Bring it to your meetings with your school and/or agency supporters to talk about your progress and how best to plan for your future.

Name: _____ Date: _____

Every Year

1. Meet with your agency and school supporters.
2. Take time to talk about information learned from any assessments about your abilities and interests.
3. Ask about accommodations and technology you can use to meet your school, work, and other life goals.
4. Use your individualized education program (IEP) to create the right goals to help you get ready for life after high school (transition).
5. Build on what you started the year before.

14-15 Year Olds

- ☐ Talk with your school and/or agency supporters about your interests and what you want to study after high school.
- ☐ Study websites to learn about training, technical school, college programs and classes where you can explore an interest or hobby. Visit at least one of these educational programs.
- ☐ Meet with your school's transition coordinator to make sure you are taking the right classes for your goals.
- ☐ Understand your disability. Ask for your own accommodations.



15-16 Year Olds

- ☐ Learn how accommodations may be different at the educational program you've chosen for after high school, so you can start to prepare.
- ☐ If you've chosen college, sign-up for the PSAT test (given in fall of sophomore and junior years) and make an appointment with your guidance counselor to talk about colleges and your plan for applying.
- ☐ Visit technical schools or certificate programs you may be interested in.



Employment







- ☐ Sign up to volunteer and job shadow during school and/or summer months.
- ☐ Start keeping a list of the names, email addresses, and phone numbers of people who can be references for jobs.
- ☐ Learn about programs at your local career and technical education (CTE) centers. If you are interested, ask to visit. If you like it, learn how to apply.



Community Living

- ☐ Join an activity at your school, community, or place of worship.
- ☐ Practice asking for what you need during your IEP and other meetings.
- ☐ Ask about certified transportation training at your IEP meeting.
- ☐ Know the medications you take (names, dosage, why you're taking them). Talk with your doctor about sexuality and boundaries, and about how behaviors like smoking and drinking affect our bodies.
- ☐ If you have an intellectual disability and no one has contacted the County's Office of Intellectual Disabilities (OID), ask your parents/guardians to call the county to complete an intake to register for services.
- ☐ If needed, create an Individual Health Plan with your doctor and school nurse.



16-17 Year Olds		18-21 Year Olds	
Education/Training After High School			
<ul style="list-style-type: none"> <input type="checkbox"/> If your goal is a trade or higher education, sign up for standardized tests in your junior year and ask for any testing accommodations you might need. <input type="checkbox"/> Ask your counselor about financial aid to pay for tests and test-prep classes and books. <input type="checkbox"/> Apply to these schools during the fall of your senior year. If needed, apply for financial aid during the winter. 		<ul style="list-style-type: none"> <input type="checkbox"/> Make sure you have current documentation of your disability before you leave high school. If you don't, ask for an updated evaluation. <input type="checkbox"/> Contact the office for disability services and support at the school you'll be attending. Let them know the accommodations you need. <input type="checkbox"/> Talk with your IEP team about how you can use your "Summary of Academic Achievement and Functional Performance" after high school. 	
			
Employment			
<ul style="list-style-type: none"> <input type="checkbox"/> Research 5 to 10 jobs that interest you and discuss what accommodations you may need. <input type="checkbox"/> Apply for part time, summer, and/or weekend jobs. Ask for help finding good matches with your skills, interests, and location. 		<ul style="list-style-type: none"> <input type="checkbox"/> Ask adult agencies to come to your IEP meetings at school to assist with job placement, training, and accommodations. <input type="checkbox"/> Ask your school and agency supporters for help in arranging community-based, on-the-job training, and employment in your areas of interest. They can help you with this for work during school, nights and weekends, and during the summer. 	
			
Community Living			
<ul style="list-style-type: none"> <input type="checkbox"/> Decide whether you want to live independently after graduation. Talk with your family, school and agency supporters about options for housing. <input type="checkbox"/> Learn about community activities you can get involved in. <input type="checkbox"/> Apply for a driver's license or state ID card. <input type="checkbox"/> If needed, apply for Supplemental Security Income-Social Security (SSI) and Medical Assistance (health insurance). Ask for help to understand working and adult benefits. <input type="checkbox"/> If possible, schedule and attend at least some of your medical appointments by yourself. <input type="checkbox"/> Practice budgeting. 		<ul style="list-style-type: none"> <input type="checkbox"/> If your goal is to live on your own or with a roommate, talk with your family, school and agency supporters. <input type="checkbox"/> Contact the Special Needs Units (Medicaid plans) or Customer Service (private health plans) to choose a physician who treats adults. Ask your pediatrician to send a transfer summary of your records. <input type="checkbox"/> Verify your healthcare insurance coverage and continuation of benefits past age 18. <input type="checkbox"/> Apply for Personal Assistance Services, if needed. <input type="checkbox"/> Register to vote (age 18). Young men need to register for the Selective Service after their 18th birthday. 	
			

The "Planning for the Future Checklist" was developed and supported through a partnership between the United Way of Allegheny County's 21 and Able Initiative, the Pennsylvania Bureau of Special Education, and the Pennsylvania Training and Technical Assistance Network, with input from stakeholders across Pennsylvania.

21andable.org
MAP A BETTER FUTURE FOR YOUNG ADULTS WITH DISABILITIES



Adult Agencies	
Bureau of Autism Services	866-539-7689
Bureau of Children's Behavioral Health Services	717-705-8289
CareerLink	717-787-3354
Department of Human Services	800-692-7462
Office of Developmental Programs	888-565-9435
Office of Vocational Rehabilitation	800-442-6371
Pennsylvania Council on Independent Living (PCL)	717-920-0532
Pennsylvania Elks Home Service Program	800-986-4550
Social Security Administration	800-772-1213

For information and resources on secondary transition in Pennsylvania, go to the Pennsylvania Secondary Transition Guide at: www.secondarytransition.org.



Deaf and Hard-of-Hearing Transition Timeline

Age 12-14	<p>CHECKLIST:</p> <p>___ Get family connected to National Organizations</p> <p>___ Get student and parents connected to Blogs about hearing loss</p> <p>___ Get family connected with family organization(s)</p> <p>___ Meet with transition coordinator, or special education teacher to make sure course align to transition plan</p> <p>___ Conduct Personal Learning Profile Checklist</p> <p>___ Review communication plan & test for effectiveness</p> <p>___ Review IEP for transition planning statements</p> <p>___ Get involved in extracurricular activities and community volunteer hours</p>	<p>RESOURCES:</p> <p><i>Website:</i> National Association of the Deaf Hearing Loss Association of America Better Hearing Institute National Institute on Deafness Alexander Graham Bell Association for the Deaf and Hard of Hearing National Technical Institute for the Deaf</p> <p>BLOG: Hands and Voices Parent Blog Article: Self-Advocacy for Teens</p> <p><i>Websites:</i> Success for Kids with Hearing Loss <i>Website:</i> Hands and Voices/Guide by Your Side Insurance Guide for Parents Hands and Voices: PA IEP Planning PEAL Center HUNE</p> <p>IOWA-Expanded Core Curriculum for DHH, Minnesota Transition Guide TODHH</p> <p>Communication Plans in the IEP, PaTTAN: CommPlanIEP</p> <p><i>Team:</i> Request copy of IEP and review section on transition planning, COP, Secondary Transition Website: Transition Statements in IEP Indicator 13: Ensuring Success and Compliance, for information and guidance on writing good transition statements in the IEP.</p>
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Deaf and Hard-of-Hearing Transition Timeline

		http://media.pattanpgh.net:15238/911Trans
Age 14	___ Be aware of state agencies for services	<i>Website:</i> Office of Developmental Programs (ODP): Office of Developmental Programs Office of Developmental Programs Consulting System (OCS): http://www.odpconsulting.net Office of Vocational Rehabilitation (OVR): OVR Office Directory Office for the Deaf and Hard of Hearing (ODHH): Office for the Deaf and Hard of Hearing Center for Hearing & Deaf Services Center for Hearing & Deaf Services Health Bridges Health Bridges
	___ Assess interests and preferences	PepNet Transition Pa Career Zone Pa Career Standards
	___ Ensure transdisciplinary team is established	<i>Website:</i> transition/guide.htm http://www.learningcommunity.us http://www.learningcommunity.us/onepageprofiles.htm
	___ Team review examples of One Page Descriptions in preparation for Person Centered Planning	<i>Website:</i> "I'm Determined" One-Pager http://www.imdetermined.org/quick_links/one_pager
	___ Conduct Person Centered Planning session	Participate in Webinar on Person Centered Planning; <i>Website:</i> Click on Citizen-Centered Leadership http://www.citizencenteredleadership.org <i>Webinar:</i> Archived recording Person-Centered Planning http://vimeo.com/41520422

Deaf and Hard-of-Hearing Transition Timeline

Age 14	___ Conduct Assistive Technology evaluation	View archived session on AT: http://tadnet.adobeconnect.com/p9p7gwakezt/ <i>PaTTAN Website on Assistive Technology:</i> http://tinyurl.com/pattan-assistivetech Contact IU Assistive Technology Consultant to conduct Evaluation <i>Website: PA Initiative on Assistive Technology, PIAT</i>
	___ Obtain consent to contact adult service agencies	<i>Team:</i> School specific consent where applicable to contact agencies.
	___ Transition planning statements outlined in IEP	<i>Website:</i> www.secondarytransition.org <ul style="list-style-type: none">• Revisit annually• Transition Statements in IEP
	___ Investigate summer camp opportunities	Woodlands Foundation , Rochester Institute of Technology, Explore Your Future , Deaf Camps , Western Pa School for the Deaf , Fulton Theater , Gallaudet Summer Program , RIT/NTID Outreach Programs , Bloomsburg University Deaf Camp Experiences
	___ Gather all documentation verifying disability and necessary accommodations	<i>Team:</i> Review documents, check for evaluation dates & necessary signatures

Deaf and Hard-of-Hearing Transition Timeline

Age 15	<p>___ Identify transition services on IEP</p> <p>___ Discuss summer employment & internship opportunities</p> <p>___ Get student involved in peer organizations</p> <p>___ Results from Assistive Technology evaluation with accommodations & modifications are included in the IEP</p> <p>___ Independent Living skills assessment conducted</p> <p>___ Establish Internet identity (email, listservs, Facebook, Instagram, Twitter, etc.)</p> <p>___ Set up a separate email account designated for college searches.</p> <p>___ Begin to research colleges and programs you may be interested in studying.</p> <p>___ Align courses of study to programs of interest in college. Take College Preparatory classes</p>	<p>www.secondarytransition.org</p> <p><i>Team:</i> Conversation with IEP team, are activities listed appropriate? Check annually.</p> <p>Contact Local interpreting agencies: Hearing and Deaf Services: HDS Certified Interpreting Services Sign Language Interpreting Professionals, Sign Language Specialists of Western Pa Steel City Interpreters LLC</p> <p>Website: www.icanconnect.org</p> <p><i>Document:</i> Determining Need for IL Post-Secondary Goals Independent Living Assessment</p> <p><i>Document:</i> Independent Living Skills Inventory (for the student) http://tinyurl.com/IL-Inventory</p> <p><i>Website:</i> Independent Living Center Research Utilization, Pennsylvania <i>Directory:</i> http://www.ilru.org/; http://www.liftcil.org/cil_g.htm</p> <p><i>Team:</i> Discuss with family appropriate level of social media & internet identity</p> <p>Google, Yahoo etc.</p> <p>Labor and Industry, Map It,</p>
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Deaf and Hard-of-Hearing Transition Timeline

Age 16	<p>___ Adult service providers included on the IEP team</p> <p>___ Designing Individualized Employment for the student</p> <p>___ Develop a portfolio (paper or video, electronic)</p> <p>___ Research training/ education agencies/programs specific to communication, independent living, self-determination</p> <p>___ Investigate SSDI/SSI/Medicaid Waiver Programs</p> <p>___ Obtain personal ID</p> <p>___ Engage in at least one vocational/ internship experience</p> <p>___ Investigate Plan to Achieve Self Support (PASS) program</p> <p>___ Begin visiting colleges in session</p>	<p>List outside agencies that are currently working with the student or are anticipated to be involved with student. Invite to IEP meeting, and get input to IEP for transition planning purposes. *MUST HAVE PARENT PERMISSION TO INVITE</p> <p>Pepnet Getting a Job</p> <p>Making Connections: Tools for College and Career Readiness: PaTTAN Webinar Tools for College and Career Readiness</p> <p>Community on Transition Conference, PaTTAN Video: Transitioning to College: PaTTAN Video Easing the Transition to College</p> <p><i>Webinar:</i> Creating Video Portfolios for Adolescents with Significant Disabilities: Perkins: Creating Vocational Portfolios for Adolescents</p> <p><i>Website:</i> Create online portfolio blog: http://edublogs.org/</p> <p><i>Team:</i> Discuss with Transition Specialist & VR Counselor of local training options, visit when appropriate www.secondarytransition.org</p> <p>SSDI, SSI & Medicaid for PA: http://www.pealcenter.org/help-waivers.php PaTTAN COP Waiver Webinar Disability Guide/SSI/SSDI and more</p> <p>Supplemental Security Income (SSI) Benefits</p> <p><i>Website:</i> PA Department of Motor Vehicles: http://DMV</p> <p><i>Team:</i> Discuss options within geographic area and transportation options Hiram G. Andrews Center</p> <p><i>Team:</i> Discuss options with Transition Coordinator and Guidance Counselor <i>Website:</i> http://www.ssa.gov/disabilityresearch/wi/pass.htm</p>
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Created by Susanne Morgan Morrow – New York Deaf-Blind Collaborative

Adapted by PaTTAN PA Deaf-HH initiative

Deaf and Hard-of-Hearing Transition Timeline

<p>____ Explore Summer opportunities-job, volunteer</p> <p>____ Take PSAT/SAT/ACT(With Accommodations)</p> <p>____ Create account on College Board website to record scores</p> <p>____ Gather work-related documents</p> <p>____ Discuss graduation requirements and when student anticipates graduation.</p>	<p>Website: http://www.palawhelp.org</p> <p>PA Workforce Development System – Career Link Website: Pennsylvania CareerLink</p> <p>College Board http://www.studypoint.com/ed/psat-accommodations/ https://www.collegeboard.org/students-with-disabilities http://www.studypoint.com/ed/act-accommodations/</p>
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Deaf and Hard-of-Hearing Transition Timeline

Age 17

___ Revisit PCP & goals on IEP, transition planning specific

___ Review communication program & assess for effectiveness across environments (school, home, work & community)

___ IEP team to discuss graduation, transition goals, and progress.

___ Consider on-going training/vocational experiences over the summer

___ Consider the need for legal guardianship

___ Take ACT and SAT (With accommodations)

___ update College Board information, on website

___ Begin searches for scholarships and begin applications for college scholarships

___ Begin to apply for colleges or begin to narrow the list of colleges that you're interested in applying.

Team: Discussion with adult state agency representatives, transition counselor

Website: <http://www.drnpa.org/Guardians>

Article: [Transition to College](#)

[College Board](#)

Website: [Scholarship information](#)

1. _____
2. _____
3. _____

1. _____
2. _____
3. _____

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Deaf and Hard-of-Hearing Transition Timeline

<p>_____Continue to meet with OVR, other outside agencies and service providers.</p> <p>_____Contact office of disability services for the college you are applying</p>	<p>Discussion: What services and accommodations do I currently have, will need in college and does the college offer?</p>
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Deaf and Hard-of-Hearing Transition Timeline

Age 18

___ Apply for post-school college & training programs

___ Review health insurance for continued coverage

___ Connect student with peer group(s)

___ Review status with state agency/agencies

___ Design recreation plan for post-school life

___ Discuss/investigate post-school housing plan/investigate funding options for support

___ Take ACT/SAT a second time

___ Look at financial aid websites

___ Revise and update Resume. Create or update portfolio, and write essay to use for college applications.

___ Contact a vendor to make sure to have a video phone or relay service in place for all necessary phone calls, and other assistive devices.

Team: College or continuing education is student & location specific. Training is supported through state agencies

Website: <http://www.secondarytransition.org/topic/health>

Transition to Adult Healthcare Videos, *Website:* <http://www.pealcenter.org/help-transition.php>

Document: Pennsylvania's Recreation & Leisure Guide:

<http://www.secondarytransition.org/topic/recreation>

Suggestions for Recreation/Leisure Activities & modifications:

[Fact Sheet: Suggestions for Recreation Leisure Activities](#)

Website:

Secondary Transition: Guide to Housing Options:

www.secondarytransition.org

HUD in PA: <http://portal.hud.gov/hudportal/HUD>

[College Board](#)

[Federal Student Aid](#)

[Sorenson Communications](#), [PURPLE](#), [Hearing and Deaf Services](#)

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Deaf and Hard-of-Hearing Transition Timeline

	<p>____ Make sure to have all up-to-date audiological reports, and current medical information</p>	
Age 19-21	<p>____ Review status of the following topics: employment/education, training and community living</p> <p>____ Clarify graduation/degree requirements & implications</p> <p>____ Know your rights</p> <p>____ Review travel safety skills & public transportation options & training</p> <p>____ Provide awareness training to transitioning agencies</p> <p>____ Understanding legal rights and responsibilities of post-school life for individuals with disabilities</p> <p>____ Create a Resume</p> <p>____ Complete transition portfolio</p>	<p><i>Team:</i> Review status of each topic with associated planning tools. Transition to Adult Life Fact Sheet http://www.perkins.org/</p> <p>Review state degree requirements & types of diplomas state.pa.us/portal/assessments&graduationrequirements http://www.education.pa.gov/Statutes/GraduationRequirementsDisabilities http://www.pacode.com/secure/data/022/chapter4/s4.72.html</p> <p>ADA Rights</p> <p><i>Website:</i> Pennsylvania Workforce Development: PA Workforce Dev WIA Background Information</p> <p><i>Team:</i> Discuss student specific needs to transitioning agencies <i>Website:</i> Disabilities Rights Network: https://www.drnpa.org/ Pennsylvania PTI, PEAL Center: http://www.pealcenter.org/</p> <p><i>Document:</i> Creating a Winning Resume/CADB Getting a Job</p> <p><i>Document:</i> Transition Portfolio Summary Sheet <i>Website:</i> Update/finalize online portfolio blog http://edublogs.org/</p>

Deaf and Hard-of-Hearing Transition Timeline

Records to Keep:

IEPs, Evaluations, Medical Records related to disability, report cards and IEP progress reports, standardized test scores, high school and college transcripts, resume, list of community activities, awards and certificates, health cards, and identification cards, employment history, birth certificate, social security card, licenses, passport, insurance cards, copies of tax returns, Summary of Academic Achievement and Functional Performance, Employment documents (W-2, W-4, i-9, pay stubs), records of leases and rental information or housing information.