

## Comparison of Individualized Family Service Plan (IFSP) and the Individualized Education Program (IEP) Content

IFSP	IEP
<p>A statement of the child's present levels of physical development (including vision, hearing, and health status), cognitive development, communication development, social or emotional development, and adaptive development</p>	<p>A statement of the child's present levels of academic achievement and functional performance, including, how the disability affects the child's participation in appropriate activities. This could include talking, singing songs, playing with friends, pretending, interacting with adults, participating in small and/or large groups, climbing up and down play equipment, running, walking, coloring, painting, constructing with blocks or other materials, feeding self, dressing etc.</p>
<p>A statement of the family's resources, priorities and concerns related to enhancing the development of the child with a disability as identified through the assessment of the family, and with their concurrence. This statement, while optional, should guide the team in writing outcomes for the child and family.</p>	<p>In developing the IEP, the IEP Team must consider the concerns of the parents for enhancing the education of their child. This information can be documented in the present levels of academic achievement and functional performance or may be written in the "special considerations" section of the IEP.</p>
<p>A statement of the measurable results or measurable outcomes expected to be achieved for the child (including pre-literacy and language skills, as developmentally appropriate for the child) and family, and the criteria, procedures, and timeliness used to determine—1) The degree to which progress toward achieving the results or outcomes is being made; and 2) Whether modifications or revisions of the results, outcomes or services are necessary.</p>	<p>A statement of measurable annual goals, including academic and functional goals designed to, a) meet the child's needs that result from the child's disability to enable the child to be involved in and make progress in the general education curriculum (participation in appropriate activities), and b) meet each of the child's other educational needs that result from the child's disability.</p> <p>The IEP must also include a description of how the child's progress toward meeting the annual goals will be measured; and identify when/how child progress on these goals will be reported (such as through the use of quarterly or other periodic reports, concurrent with the issuance of report cards)</p>
<p>A statement of the specific early intervention services, based on peer-reviewed research (to the extent practicable), that are necessary to meet the unique needs of the child and the family to achieve the results or outcomes including—the length, duration, frequency, intensity, and method of delivering the services;</p>	<p>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; a) To be involved in and make progress in the general education curriculum (appropriate activities) and b) to participate in extracurricular and other nonacademic activities;</p>

<b>IFSP</b>	
<p>A statement of natural environments in which early intervention services will be provided, including a justification of the extent, if any, to which services will not be provided in the natural setting (place where the child would be if he/she didn't have a disability).</p>	<p>An explanation of the extent, if any, to which the child will not participate with non-disabled children (e.g why they will not be served in early childhood settings)</p>
<p>The projected date for when services begin and the anticipated length of the services. It must also include how often the service will occur, the amount of time (for example 30 minutes versus an hour), location, payment for services, and the method of delivering the early intervention services (i.e., direct service, consultation), and identify medical and other services that the child or family needs or is receiving through other sources, but that are neither required nor funded under Part C.</p> <p>If those services are not currently being provided then the IFSP must include a description of the steps the service coordinator or family may take to assist the child and family in securing those other services.</p>	<p>The projected date for the beginning and ending date of service, any modification needed, and frequency (how often), location, and duration (length) of services. The amount of time, for example, could include 30 minutes of direct service with a speech-language pathologist 3 days per week or an hour consultation with an early childhood special educator 1 hour per week.</p>

<p>A review of the IFSP must be conducted every six months, or more frequently if conditions warrant, or if the family requests such a review. The purpose of the periodic review is to determine—1) The degree to which progress toward achieving the outcomes is being made; and 2) Whether modification or revision of the outcomes or services is necessary.</p> <p>In addition to the 6-month periodic review, a meeting must be conducted on at least an annual basis to evaluate and revise the IFSP as appropriate.</p>	<p>A description of how the child's progress toward the annual goals will be measured, including how the child's parent will be regularly informed about the child's progress. This will include information about whether or not the child is progressing enough to reach his/her goals for the year. Review periodically, but not less than annually, to determine whether the annual goals are being met.</p>
<p>The contents of the IFSP must be fully explained to the parents and informed consent must be obtained prior to the provision of early intervention services described in the IFSP. The IFSP therefore requires one signature from the parent to be in effect.</p>	<p>Parent signature on the IEP indicates that the parent participated in the development of the IEP as a team member. Before the initial provision of special education and related services can be provided to the child, Prior Written Notice and Informed written consent must be obtained from the parent.</p>
<p>The identification of the service coordinator from the profession most immediately relevant to the child's or family's needs (or who otherwise is qualified to carry out all applicable responsibilities) who will be responsible for the implementation of the plan and coordinate with other agencies and persons.</p>	<p>No comparable requirement. However, best practice indicators suggest that Part B programs take an active role in coordinating services for families who have children with disabilities. Specific coordination activities may be written in the "special considerations" section of the IEP.</p>

IFSP	IEP
<p>The Infant Toddler Network must establish a transition plan not fewer than 90 days--and, at the discretion of all of the parties, not more than nine months--before the child's third birthday; including steps for the child and family to exit the Part C program, enter the Part B program (or other services if found not eligible) and any transition services needed as a part of that process.</p> <p>At least nine months before the child's third birthday, the Infant Toddler Network must notify the school district in which the child resides, that the child will reach the age of eligibility for services under Part B.</p>	<p>For children transitioning into Part B from Part C, the IEP Team must consider using an IFSP that contains the IFSP content (<u>including the natural environments statement and an educational component that promotes school readiness and incorporates pre-literacy, language, and numeracy skills</u>), and that is developed in accordance with the IEP procedures</p> <p>The IFSP may serve as the IEP of the child if it is consistent with State policy; and is agreed to by both the agency and the child's parents. If an IFSP is used the school district must provide the parents a detailed explanation of the differences between an IFSP and an IEP; and if the parents choose an IFSP, obtain written informed consent.</p>

**Please note:** Regardless of which plan is used for children age 3 and older, procedural safeguards for Part B of IDEA apply (i.e., Free Appropriate Public Education (FAPE), Extended School Year (ESY)).

Developed by: Stroup-Rentier, V.L., Walters, S.E. & Lindeman, D.P. (2000). Comparison of Individualized Family Service Plan (IFSP) and the Individualized Education Program (IEP) Content. Kansas Inservice Training System (KITS), Kansas University Affiliated Program at Parsons. Revised by Misty Goosen, KITS Project Coordinator, June 2007.

The Individuals with Disabilities Education Act Amendments of 2004, Public Law 108-446 (2004). Subparts C and B. Government Printing Office: Pittsburgh, PA.