

APPENDIX T-C

Comparison of Federal Requirements IFSP/IEP

IFSP	IEP
<ul style="list-style-type: none"> • A statement of the child's present levels of development: physical (including vision, hearing, and health status), cognitive, communicative (language and speech), psychosocial, and adaptive behavior • A statement of family strengths, resources, concerns, and priorities in relationship to the child's development • A statement of the major outcomes expected to be achieved for the child and family • A statement of the early intervention services that are necessary to meet the identified outcomes for the child and family; including the frequency, intensity, and method of delivering services • A statement of the natural environments in which the services will be appropriately provided or a statement explaining why services will not be provided in a natural environment • Projected dates for the initiation of services and the anticipated duration of these services • Identification of a service coordinator who will be responsible for the implementation of the IFSP and the coordination with other agencies and professionals • Development of a transition plan prior to 3 months before the child reaches age three • Written consent from the parents or legal guardians (must be obtained prior to provision of services) <p>[P.L. 105-17, Sect. 635.(d)]</p>	<ul style="list-style-type: none"> • A statement of the child's present levels of educational performance based on information gathered from a variety of sources such as tests, observations, work samples, etc. For preschool children, as appropriate, describe how the disability affects the child's participation in appropriate activities • A statement of annual goals and related short-term objectives that delineate what the child is expected to learn over a specific time period. Most IEP goals are annual goals that cover the entire school year. Objectives are for shorter amounts of time and a system should be in place to update them on a regular basis. Objectives must be stated in measurable terms and: <ol style="list-style-type: none"> (1) Specify what behavior(s) the child is to perform (2) Describe the conditions under which the child is to perform the desired behavior(s) (3) State the degree to which the child is expected to perform the desired behavior(s) • A statement of the special education and related services to be provided to help the child obtain the stated goals and objectives • The extent of time to which the child will participate with nondisabled children in the general education setting, including participation in district-wide and statewide assessments • The projected dates the special education program and other services will begin and the anticipated duration that the services will be provided • The criteria that will be used to determine if the goals and objectives have been met • The date for evaluating the child's performance and the effectiveness of the program in meeting the child's short-term instructional objectives (each child's program must be reviewed at least once a year, or at least as often as progress is reported for nondisabled children) <p>[P.L. 105-17, Sect. 614.(d)(1)(A)]</p>

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