

Comparison of the IEP and IFSP

Components of the IFSP	Components of the IEP
A statement of the child's present levels of physical, cognitive, communication, social/ emotional, and adaptive development within the context of the family's daily routines and activities.	A statement of the child's present levels of educational performance including how the disability affects the child's participation in appropriate activities.
A statement of the major outcomes expected to be achieved for the child and the family.	A statement of measurable annual goals and benchmarks/objectives related to how the child will be involved and participate in appropriate activities, as well as how the child's educational needs that results from the disability will be met.
A statement of specific early intervention services necessary to meet the unique needs of the child and family, including frequency, intensity, location and method of delivering services.	A statement of the special education and related services including location, frequency, and duration and related services to be provided, as well as any modifications, and supplementary aids and services to be provided to the child or on behalf of the child.
To the maximum extent appropriate, services are provided in the child's natural environment, including home and community settings where children without disabilities participate. A statement of the natural environment in which services will be provided, including a justification if services will not be provided in a natural setting.	To the maximum extent appropriate, children with disabilities are educated with children without disabilities. A statement of the extent, if any, to which the child will not participate in the general class and classroom activities with children without disabilities. Least restrictive environment is determined on an annual basis when determining placement.
Services are determined in collaboration with the parents and designed to meet the needs of the family related to enhancing their child's development.	Services are determined by the IEP team, which includes the parents, and designed to meet the educational needs of the child .
Services are determined by the IFSP team and delivered by individual providers in accordance with the IFSP.	Methodology and service providers are determined by the school district , but not written specifically into an IEP.
The criteria, procedures, and times used to determine the degree to which progress toward achieving the outcomes is being made, and whether modifications or revisions of the outcomes or services are necessary.	A statement of how the child's progress toward the annual goals will be measured, including how the child's parents will be regularly informed. This is to include the extent to which that progress is sufficient to enable the child to achieve the goals by the end of the year.
The steps to be taken to support the transition of the child with a disability to preschool or other appropriate services.	A statement whether the student needs transportation services as a related service. If the IEP team determines transportation is not necessary, the IEP document must reflect this.
Informed written consent must be given by the parent prior to initiation of the services listed in the IFSP.	Parent signature on the IEP indicates that the parent attended the meeting and participated in the development of the IEP. Informed written consent must be given by the parent for the initial provision of special education and related services as outlined in the IEP.
A service coordinator is responsible for the implementation of the plan and coordination with other agencies.	A case manager is assigned to see that the IEP is being implemented as outlined, and is responsible for communication between IEP team members.