

 **TABLE 2.6** Comparable Components of an IEP and IFSP

Individualized Education Program	Individualized Family Service Plan
A statement of the child's present levels of academic achievement and functional performance, including involvement and progress in the general education curriculum	A statement of the infant or toddler's present levels of physical, cognitive, communication, social/emotional, and adaptive development
No comparable feature	A statement of the family's resources, priorities, and concerns
A statement of measurable annual goals, including benchmarks or short-term instructional objectives for children who take alternate assessments aligned to alternate achievement standards	A statement of measurable results or outcomes expected to be achieved for the infant or toddler and the family
A statement indicating progress toward annual goals and a mechanism for regularly informing parents/guardians of such progress	Criteria, procedures, and timelines used to determine the degree to which progress toward achieving the outcomes or results is being made
A statement of specific special education and related services and supplementary aids and services, based on peer-reviewed research, to be provided and any program modifications	A statement of specific early intervention services, based on peer-reviewed research, necessary to meet the unique needs of the infant or toddler and the family
An explanation of the extent to which the child will not participate in general education programs	A statement of the natural environments in which early intervention services will appropriately be provided, or justification, if not provided
Modifications needed to participate in state- or districtwide assessments	No comparable feature
The projected date for initiation of services and the anticipated duration, frequency, and location of services	The projected date for initiation of services and the anticipated duration of services
No comparable feature	The name of the service coordinator
At age 16, a statement of transition services needed, including courses of study in addition to measurable postsecondary goals	The steps to be taken to support the child's transition to other services at age 3

SOURCE: Adapted from Individuals with Disabilities Education Improvement Act of 2004, Title 20 U.S. Code (U.S.C.) 1400 *et seq.*, Part B Section 614 (d) (1) (A), and Part C Section 636 (d).