Concepts addressed in this course: *Techniques for planning instruction, including addressing curriculum goals, selecting content topics, incorporating learning theory, subject matter, curriculum development, and student development and interests: Learner objectives and outcomes*

**Students should refer to:**

**Specifically, students should review:**
I. Learner Objectives for Birth to Three: Individualized Family Service Plans (IFSP)
   A. For children birth to age 3
   B. Family-centered
   C. Families are decision makers
   D. Team approach

II. Elements of IFSP:
   A. Multidisciplinary assessment
   B. Strengths and needs
   C. Family-centered assessment: resources, priorities, concerns
   D. Written plan, developed with family
   E. Evaluated once/year, reviewed every 6 months
   F. “Reasonable” time limits, can begin intervention prior to assessment w/ parent consent

III. Written IFSP Plan:
   A. Current level of development
   B. Statement of family priorities, resources, concerns
   C. Statement of expected outcomes: criteria, procedures, timeline
   D. Early intervention services: frequency, intensity, methods
   E. Environment for intervention (natural)
   F. Projected dates for implementation and duration
   G. ID service coordinator
   H. Steps taken for transition
IV. Individualized Education Program (IEP)

A. For children 3-21 years
B. Written plan
C. Developed jointly by teachers, specialists, parents, child (if possible)
D. Parents can review all records
E. Written notification to parents
F. Considers strengths, concerns, evaluations
G. Reviewed annually, new goals set

V. IEP Includes:

A. Child’s current level of educational performance
B. Statement of measurable annual goals including benchmarks, short-term objectives
C. Statement of special education, related services, supplementary aids & services
D. Explanation of the extent to which child will be included with non-disabled children
E. Modifications in state or district assessments that are needed for child to participate
F. Projected date of beginning services: frequency, duration, location
G. Statement of how child’s progress will be measured, how parents will be informed
H. Annual goals
   1. Measurable
   2. Usually based on regular education curriculum
I. Benchmarks and objectives
   1. Benchmarks
      a. Broader (3 month, 6 month, and 9 month)
      b. Determined by content area, time interval between benchmarks, developmental level of program, projected rate of growth
      c. Requires knowledge of child development
   2. Instructional objectives
      a. Specific
      b. Break down annual goals into measurable steps
J. Quality record keeping is essential

Helpful websites include:
Outline of IEP & IFSP:
http://www.cleweb.org/Disabilities/Quality%20Education/brief05IEPcontent.htm
Center for Effective Collaboration & Practices:
http://cecep.air.org/_discstrength/00000030.htm

Development of this review sheet was made possible by funding from the US Department of Education through South Dakota’s EveryTeacher Teacher Quality Enhancement grant.