

## IEP/IFSP Checklist

- ☐ Include developmental, functional, academic, and non-academic goals (if needed). These goals are based on the needs defined in the narrative of the IEP/IFSP.
- ☐ Limit the number of goals (maximum of five is recommended) because too many can be overwhelming for children, parents, and teachers.
- ☐ Use strengths-based language and emphasize the positive, i.e., talk about what the child should do — “use a soft touch” — as opposed to what they should not do — “stop hitting.”
- ☐ Write functional, observable, and measurable goals in plain language (i.e., jargon-free) that focus on age appropriate activities that are generalizable across environments, people, and situations.
- ☐ If an augmentative communication device or assistive technology is provided, indicate that the equipment will be available for home use and that training should be provided for parents.
- ☐ Request that all service providers be present at the IEP meeting. The attendance of a general education teacher is mandated by IDEA (if inclusion services are provided).
- ☐ Include all services on the IEP (e.g., speech therapy 30 minutes per week).
- ☐ Ask for a draft of the reports prior to the meeting.
- ☐ Double-check for inconsistencies within the report.
- ☐ Make sure to document who is responsible for both implementing the interventions, as well as who will be responsible for monitoring the progress.
- ☐ Provide procedural safeguards, as required, to the parents at the time of the staffing.