

# IEP/IFSP Checklist

An IEP checklist can help ensure you are organized, prepared, and confident before, during, and after meetings.

- Include developmental, functional, academic, and non-academic goals (if needed). Goals are based on the needs defined in the IEP/IFSP narrative.
- 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 all service providers to be present at the IEP meeting. 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 implementing the interventions and monitoring the progress.
- Provide procedural safeguards, as required, to the parents at the time of the staffing.