

# Part C INDIVIDUALIZED FAMILY SERVICE PLAN

*This is OSEP's Model IFSP form, shared with you as Handout 11. See pages 5-6 for the transition plan component of this model form.*

The Individualized Family Service Plan (IFSP) is a written plan that is developed for each eligible infant and toddler with a disability. The Part C regulations specify, at 34 CFR §§303.342 - 303.345, the procedures that State Lead Agencies and early intervention service providers must follow to develop, review, and revise an IFSP for each child. The document below sets out the IFSP content that those regulations require.

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Service coordinator: The name of the service coordinator from the profession most immediately relevant to the child's or family's needs (or who is otherwise qualified to carry out all applicable responsibilities under Part C). The service coordinator is responsible for the implementation of the early intervention services identified in the IFSP, including transition services and coordination with other agencies and persons. The service coordinator serves as the single point of contact for carrying out the activities described in 34 CFR §303.34. [34 CFR §§303.34 and 303.344(g)]

Present levels of development: A statement of the child's present levels of physical development (including vision, hearing, and health status), cognitive development, communication development, social or emotional development, and adaptive development based on the information from the child's evaluation and assessments conducted under §303.321. [34 CFR §303.344(a)]

Family's resources, priorities, and concerns: With the concurrence of the family, a statement of the family's resources, priorities, and concerns related to enhancing the development of the child as identified through the assessment of the family under 34 CFR §303.321(c)(2). [34 CFR §303.344(b)]

Measurable results or measurable outcomes: A statement of the measurable results or measurable outcomes expected to be achieved for the child (including pre-literacy and language skills, as developmentally appropriate for the child) and family, and the criteria, procedures, and timelines used to determine:

- The degree to which progress toward achieving the results or outcomes identified in the IFSP is being made; and
- Whether modifications or revisions of the expected results or outcomes, or early intervention services identified in the ISFP, are necessary. [34 CFR §303.344(c)]

For Determining Progress Toward Achieving Measurable Results and Measurable Outcomes, and Whether Modifications or Revisions are Necessary			
Measurable Result or Measurable Outcome (including, as appropriate, pre-literacy and language skills)	Criteria	Procedures	Timelines

IFSP Team Meeting Date	Measurable Result or Measurable Outcome	Progress	Modifications or Revisions

Early intervention services: A statement of the specific early intervention services (EIS), based on peer-reviewed research (to the extent practicable), that are necessary to meet the unique needs of the child and the family to achieve the results or outcomes identified above, including:

- The beginning date, length, duration, frequency, intensity, method of delivering, and location of the early intervention services. [34 CFR §§303.344(d)(1)(i), 303.344(d)(1)(iii), and 303.344(f)];

Early Intervention Service	Beginning Date	Length	Duration	Frequency	Intensity	Method of Delivery	Location

- Natural environment: A statement that each EIS is provided in the natural environment for that child or service to the maximum extent appropriate, or a justification as to why an early intervention service will not be provided in the natural environment, consistent with 34 CFR §§303.13(a)(8), 303.26, and 303.126. [34 CFR §§303.344(d)(1)(ii)(A) and (B)]

Early Intervention Service	Is the EIS provided in the natural environment for that child or service to the maximum extent appropriate?	If an EIS is not provided in the natural environment, the justification for that determination, made by the IFSP team, based on the child’s outcomes

Educational component: For children who are at least three years of age, a statement of the educational component that promotes school readiness and incorporates pre-literacy, language, and numeracy skills. [34 CFR §303.344(d)(4)]

Other services: To the extent appropriate, with regard to medical and other services:

- Identification of those services that the child and family needs or is receiving through other sources, but that are neither required nor funded under Part C. [34 CFR §303.344(e)(1)]

- If those services are not currently being provided, a description of the steps the service coordinator or family may take to assist the child and family in securing those other services. [34 CFR §303.344(e)(2)]

Payment Arrangements: Payment Arrangements, and identification of potential funding sources. [34 CFR §§303.34(b)(9) and 303.344(d)(1)(iv)]

Early Intervention Service	Payment Arrangements (Identify potential funding sources)

## TRANSITION FROM PART C SERVICES

Not fewer than 90 days, and, at the discretion of all parties (including the parent), not more than 9 months before the toddler's third birthday, the IFSP must also set out a transition plan, including the steps and services to be taken to support the smooth transition of the toddler with a disability at age three, or as the child exits the program, in accordance with 34 CFR §§303.209 and 303.211(b)(6). [34 CFR §§303.209(d)(2) and 303.344(h)(1)] The family of the toddler must be included in the development of the transition plan. [34 CFR §§303.209(d)(1)(ii)] The IFSP transition content must include:

- Transition services: Identification of transition services and other activities that the IFSP team determines are necessary to support the transition of the child. [34 CFR §§303.209(d)(3)(ii) and 303.344(h)(2)(iv)]

- Transition steps:
  - Discussions with, and training of, parents, as appropriate, regarding future placements and other matters related to the child's transition. [34 CFR §303.344(h)(2)(i)]

- Procedures to prepare the child for a change in service delivery, including steps to help the child adjust to, and function in, a new setting, and to exit from the Part C program. [34 CFR §§303.209(d)(3)(i) and 303.344(h)(2)(ii)]

- Confirmation that child find information about the child has been transmitted to the LEA or other relevant agency, in accordance with 34 CFR §303.209(b) (and any policy adopted by the State under 34 CFR §303.401(e)) and, with parental consent if required under 34 CFR §303.414, transmission of additional information needed by the LEA to ensure continuity of services from the Part C program to the Part B program, including a copy of the most recent evaluation and assessments of the child and the family and most recent IFSP developed in accordance with 34 CFR §§303.340 through 303.345. [34 CFR §303.344(h)(2)(iii)]

- Program options: Review of program options for the toddler with a disability for the period from the toddler’s third birthday through the remainder of the school year. [34 CFR §303.209(d)(1)(i)]