



Individualized Education Plan (IEP) Goals

Executive Function System

Foremost, Individualized Education Program (IEP) goals must be measurable. A variety of educational professionals should be able to look at a goal and determine:

- What is the student trying to accomplish? What is the preferred behavior?
- What tools or support does he/she need to accomplish his/her goal?
- How will they accomplish it? How do I know he/she accomplished his/her goal?

The array of executive functioning goals provided should be viewed as a framework for beginning the process of writing a measurable IEP goal. These goals are meant to provide a foundation, a building block when drafting a measurable IEP goal. These goals are flexible, meaning they can be amended as any professional sees fit, to meet individual needs

The tools a student utilizes depends on their individualized needs. Therefore, these goals can be revised to fit a student's needs including their sensory, vision, physical, cognitive, hearing, and speech-language needs. You may find goals are interchangeable and fit various needs.

Educational professionals collect data in a variety of methods. The goals provided do not necessarily imply or state how to collect data for the specified goal; this was intentional as data collection may be unique to the given situation. However, a sample of a goal that includes how data will be collected may be drafted as:

- "Given a series of three choices, Amy will choose an appropriate response to a given real-world scenario in 8 of 10 opportunities as measured by data tracking sheets, reported quarterly."

Utilize these goals as a stepping stone for writing individualized goals for your students, and most importantly, remember that you and the rest of the IEP team know the child best, and therefore, have the power to write strong, powerful goals as you see fit for your student.

Emotional Control

Fundamental Lessons

- Across school settings, _____ (student) will demonstrate self-regulation by identifying his/her emotional state during frustrating activities or encounters and determine a self-control tool to aid in appropriate emotional control with _____% accuracy.
- In a small group setting, _____ (student) will utilize a self-control strategy to regulate an emotional state to demonstrate self-regulation skills with no more than _____ prompt(s) in _____ of _____ instances over _____ consecutive weeks.

Student Struggles to React in Proportion to the Problem Size

- Using social stories, _____ (student) will categorize the given problem as small, medium, or large and then determine the appropriate emotional response _____% of the time.
- When frustrated or upset, _____ (student) will determine if the problem is small, medium, or large, then engage in an appropriate emotional response with no more than _____ adult prompt(s) in _____ of _____ instances.

Student has Difficulty Identifying Feelings

- Using an emotions chart, _____ (student) will identify how he/she feels during activities or encounters across school settings and explain why he/she feels that way in _____ of _____ opportunities.
- Using real-world scenarios across contexts, _____ (student) will analyze a given situation, then identify how the people in the scenario may be feeling to recognize empathy with _____% accuracy.

Student Struggles to Cope with Feelings of Overwhelm

- During expected or unexpected stressful situations, _____ (student) will identify why he/she feels overwhelmed, how he/she feels, and then select a helpful coping strategy to increase helpful, positive thoughts in _____ of _____ instances.
- When feeling overwhelmed, _____ (student) will engage in a coping strategy to manage his/her emotions, then reflect as to why he/she feels overwhelmed and identify at least two helpful thoughts (or solutions) in _____ of _____ instances.

Emotional Control

Student Struggles to Calm Down from Feeling Upset

- When feeling upset, _____ (student) will select a coping strategy from two or three choices so he/she may calm down and return to the task with a calm body and mind within _____ minutes _____% of the time across settings.
- During upsetting or frustrating situations across school settings, _____ (student) will utilize coping strategies (i.e. break, bellying breathing, counting backward) to return to the task with a calm body and mind within _____ minutes with an average of _____% of the time over _____ school weeks.

Student has Difficulty Managing Worry

- When given a safe, calm space, _____ (student) will identify how he/she feels and determine a helpful solution by recognizing what he/she can and cannot control to appropriately manage his/her feelings _____% of the time.
- Before taking an expected test, _____ (student) will identify a test-taking mental and/or physical strategy, list action steps to employ before, during, or after the test, and inform his/her teacher of any supports he/she may need during the test _____% of the time.

Student has Difficulty Managing Emotions to Situations

- When presented with an identified difficult situation in a small group or 1-1 setting, _____ (student) will identify the elements that are beyond his/her control, recognize people that he/she can seek for help, and practice engaging in a chosen breathing exercise _____% of the time in _____ of _____ opportunities.
- When given a prompt during a difficult situation, _____ (student) will engage in a breathing strategy to shift his/her focus away from the situation and return to a calmer emotional state _____% of the time across school settings.

Student Struggles to Manage Angering Triggers

- In a small group or 1-1 setting, when given an upsetting scenario, _____ (student) will analyze how his/her body and mind feel when angry and what triggers his/her anger, then recognize how he/she responds when angry and select an appropriate coping strategy to practice in _____ of _____ opportunities.
- During an upsetting or non-preferred situation, _____ (student) will manage his anger by engaging in a coping strategy with no more than _____ prompt(s) _____% of the time across _____ consecutive school weeks.

Emotional Control

Student Struggles to Manage Feelings that Lead to Reactions

- Using good examples versus bad examples (stories, vides, pictures), _____ (student) will identify the feelings and reactions of the characters in order to analyze appropriate versus inappropriate reactions to everyday situations with _____% accuracy.
- When given no more than _____ prompt(s) (verbal/nonverbal), _____ (student) will freeze/pause/stop his/her unexpected overreaction to the situation and quietly and calmly engage in an appropriate coping strategy _____% of the time.

Student has Difficulty Understanding What Causes Feelings

- When prompted with a specific emotion to discuss during a small group, _____ (student) will determine at least two to three scenarios in his/her life when he/she felt that emotion and recognize how feelings impact him/her in _____ of _____ opportunities.
- During a small group or a 1-1 session, _____ (student) will discuss a specific feeling related to the thoughts that are dominating his/her mind to manage and process his/her thoughts in _____ of _____ opportunities.