



## 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.

# Flexibility

## Fundamental Lessons

- During an unexpected change in the daily routine, \_\_\_\_\_ (student) will quietly engage in deep breathing exercises when given a nonverbal cue in order quietly look at the teacher and listen to directions during unexpected transitions in \_\_\_\_\_ out of \_\_\_\_\_ opportunities.
- Using a self-monitoring checklist, \_\_\_\_\_ (student) will write a goal and three-step action plan (i.e. pause, look at teacher, listen) to improve his/her flexibility during unexpected changes in the daily schedule achieving peaceful transitions without disruptive behaviors in \_\_\_\_\_ of \_\_\_\_\_ opportunities.

## Student Struggles to Manage Emotions with Changing Situations

- Given a cue that there is a change in the schedule (i.e. assembly, field trip), \_\_\_\_\_ (student) will identify at least two reasons as to why the change may be positive and how those reasons may make them and his/her classmates feel during the day in \_\_\_\_\_ out of \_\_\_\_\_ opportunities.
- After an unexpected event or change in the daily routine, \_\_\_\_\_ (student) will identify why the change was bothersome to him/her and how it made him/her feel and then select a coping strategy (i.e. breathing, count to 5) to manage his/her emotions during the next unexpected event in \_\_\_\_\_ of \_\_\_\_\_ opportunities.

## Student has Trouble Adjusting to a Change in Plans

- Given visual/pictorial cues, \_\_\_\_\_ (student) will follow a three-step plan to cope with unexpected changes in his/her daily routine \_\_\_\_\_% of the time.
- When cued to a change in his/her daily routine, \_\_\_\_\_ (student) will independently engage in his/her three-step plan to cope with the change \_\_\_\_\_% of the time.

## Student has Difficulty Shifting Thoughts When it's Time

- Using the turning negative thoughts into positive actions strategy, \_\_\_\_\_ (student) will actively shift his/her negative thinking by identifying and verbally stating a positive outcome to the given situation in \_\_\_\_\_ of \_\_\_\_\_ opportunities.
- During structured role-play/discussion, \_\_\_\_\_ (student) will develop a negative thought into a positive thought identifying the positive outcome of shifting negative thinking into healthy actions \_\_\_\_\_% of the time.

# Flexibility

## Student has Difficulty Understanding Other Perspectives

- Using stories, videos, and pictures of real-life events, \_\_\_\_\_ (student) will analyze the scenario then provide at least two different perspectives in order to recognize alternate viewpoints in \_\_\_\_\_ out of \_\_\_\_\_ opportunities.
- During a structured discussion and/or role play, \_\_\_\_\_ (student) will engage in turn-taking strategies in order to listen to others' perspectives when engaged in conversation about a photo, story, article, or event \_\_\_\_\_% of the time.

## Student has Difficulty Trying Something New

- Given a list or using a self-generated list of new things to try, \_\_\_\_\_ (student) will select an item/task from the list, create a short action plan to complete the item/task, including possible outcomes (or solutions), and then engage in the action in \_\_\_\_\_ of \_\_\_\_\_ opportunities.
- Using an action plan with a predetermined goal of trying something new, \_\_\_\_\_ (student) will engage in the action using his/her plan, then reflect (verbal/written) on the physical and emotional outcomes in \_\_\_\_\_ of \_\_\_\_\_ opportunities.

## Student Struggles to Consider Multiple Solutions to Problems

- When given problem and solution based real-world scenarios, \_\_\_\_\_ (student) will recognize the problem and given solution then develop at least two alternate solutions (verbal/written) to the scenario in \_\_\_\_\_ out of \_\_\_\_\_ scenarios.
- When presented with a fictional problem, \_\_\_\_\_ (student) will generate at least two possible solutions to the problem, then reflect as to why it is important to have more than one solution in \_\_\_\_\_ out of \_\_\_\_\_ opportunities.

## Student Struggles to Prepare for Transitions

- Using a timer, \_\_\_\_\_ (student) will transition to a new activity with his/her classmates, calmly putting items away then gathering items for next activity using a checklist in \_\_\_\_\_ out of \_\_\_\_\_ opportunities.
- Using transition tools, \_\_\_\_\_ (student) will create a plan to successfully transition to non-preferred activities engaging in appropriate transitions \_\_\_\_\_% of the time across settings.

# Flexibility

## Student Struggles to Transition from One Activity to Another with Ease

- When given a cue to transition (i.e. bell, timer, visual/verbal cue), \_\_\_\_\_ (student) will take five deep breaths or use another designated coping strategy to calmly transition to the next activity maintaining appropriate behavior in \_\_\_\_\_ of \_\_\_\_\_ opportunities.
- During recognized un-preferred transitions in his/her day, \_\_\_\_\_ (student) will employ a calm body, calm mind strategy in order to appropriately transition with no more than \_\_\_\_\_ verbal cue(s) or gesture(s) \_\_\_\_\_ % of the time across settings.