



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.

Organization

Fundamental Lessons

- Using organizational tools and strategies, _____ (student) will maintain an organized workspace to access needed materials promptly in _____ of _____ instances.
- Given a model, _____ (student) will write an organization goal and monitor his/her progress daily using a checklist, successfully staying organized _____% of the time.

Student has Difficulty Organizing a Productive Workspace

- Using a model, _____ (student) will create a personalized workspace using organizational strategies to keep a tidy workspace _____% of the time.
- Using organizational strategies, _____ (student) will evaluate his/her workspace for organization, including identifying necessary materials, removing clutter, eliminating distractions, and maintaining easy access to commonly used items (i.e. pencil) to keep his/her workspace organized _____% of the time.

Student Struggles to be Prepared with Materials and Work

- Using a checklist, _____ (student) will gather and organize the materials he/she needs to complete assignments at home _____% of the time.
- Before leaving school, _____ (student) will check his/her backpack for organization, including removal of unnecessary items, and retrieving assignments or materials needed to complete his/her schoolwork _____% of the time.

Student Struggles to Organize Schoolwork

- Using a binder, _____ (student) will organize his/her assignments and materials maintaining an organized binder system weekly _____% of the time across _____ consecutive weeks.
- Using an organizational system, _____ (student) will organize his/her papers and digital files at least once per week to maintain class assignments and materials _____% of the time.

Organization

Student has Difficulty Organizing Desks and Backpacks

- Given a model and a verbal cue, _____ (student) will organize the items he/she needs for home in his/her backpack properly placing them where they belong _____% of the time.
- Given a model, _____ (student) will determine which school items he/she needs in his/her desk for schoolwork to maintain a tidy, ready-to-work and clutter-free workspace _____% of the time.

Student Struggles to Organize Thoughts and Ideas

- Using a task-specific graphic organizer, _____ (student) will organize his/her thoughts and ideas in order to brainstorm for a given task completing the given organizer with _____% accuracy in _____ of _____ trials.
- When given a writing task, _____ (student) will organize his/her thoughts, ideas, and given information using a task-specific graphic organizer with _____% accuracy

Student has Difficulty Organizing Concepts from Reading

- Given an instructional-level text, _____ (student) will apply/use the _____ note-taking method (i.e. Story Mapping, SQ3R, Annotations, etc.) to aid in comprehension with _____% accuracy in _____ of _____ trials.
- During independent reading, _____ (student) will use the _____ note-taking method (i.e. Story Mapping, SQ3R, Annotations, etc.) to comprehend text with _____% accuracy in _____ of _____ trials.

Student has Trouble Organizing Concepts for Notes

- During a teacher-led lesson or video, _____ (student) will use the _____ note-taking method (Cornell Notes, Outlining Notes, Charting Notes, Boxing Notes, or Video Notes) to effectively take legible, comprehensible notes _____% of the time in _____ of _____ opportunities.
- Using the _____ note-taking method (Cornell Notes, Outlining Notes, Charting Notes, Boxing Notes, or Video Notes), _____ (student) will take notes during teacher-led lessons or videos across content classes with _____% accuracy.

Organization

Student Struggles to Organize the Parts of a Project

- Given a project, _____ (student) will break down the project into smaller parts using an organizer to plan project completion in _____ of _____ opportunities.
- Using a project organizer, _____ (student) will organize the details of his/her project into parts to plan completion of the project on time in _____ of _____ opportunities.

Student has Difficulty Organizing Priorities

- Using organizational tools, _____ (student) will order his/her weekly tasks by priority giving consideration to due dates, the time needed to complete tasks, and his/her leisure/extracurricular activities, and complete the tasks on time _____% of the time over _____ consecutive weeks.
- Using checklists, _____ (student) will manage his/her priorities to manage his/her workload across classes completing given assignments and tasks on time _____% of the time.