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.

Planning

Fundamental Lessons

- Given a model of planning tools, _____ (student) will apply the modeled planning tool, maintaining the strategy for _____ consecutive weeks.

- Using planning tools and/or strategies, _____ (student) will write a planning goal monitoring his/her progress weekly, completing _____% of his/her assignments for _____ consecutive weeks.

Student Struggles to Remember Assignments and Due Dates

- Using a low-tech or high-tech planner system (i.e. agenda, calendar), _____ (student) will record his/her daily assignments, tracking _____% of his/her weekly assignments.

- Using planner strategies, _____ (student) will track assignments, homework, and test dates, completing _____% of the given tasks on time.

Student Struggles to Plan Ahead and Begin with Enough Time

- Using planning strategies, _____ (student) will create a prioritized list of his/her weekly assignments, consider the due dates for time management, and complete _____% of assignments on time.

- Using planning strategies, _____ (student) will create plan for an upcoming assignment, which includes considerations for time management, possible disruptions, and extracurricular activities, to successfully complete the assignment on time _____% of the time.

Student has Difficulty Meeting Short-Term Goals

- Given a short-term task (or goal), _____ (student) will create a plan to achieve the task/goal on time _____% of the time.

- Given a short-term goal, _____ (student) will write an action-based plan to finish the goal within _____ week(s) _____% of the time.

Planning

Student Struggles to Follow Through to Finish on Time

- Using a model, _____ (student) will list the steps to complete a given task, monitor his/her list, and complete the steps to finish the task on time _____% of the time.

- Using self-reflection tools, _____ (student) will identify barriers that prevents him/her from finishing his/her work on time, then create a plan to overcome his/her barriers in order to complete his/her assignments _____% of the time.

Student has Trouble Meeting Long-Term Goals

- Given a model, _____ (student) will write a SMART goal, then break his/her goal into manageable steps, completing his/her goal successfully _____% of the time.

- Using his/her SMART goal, _____ (student) will identify a healthy habit that is necessary to attain his/her SMART goal, then create and use a plan to build the identified habit supporting SMART goal completion _____% of the time.

Student Struggles to Estimate Time Needed for Tasks

- When given a model, short task, and a timer, _____ (student) will compare and contrast his/her estimated time to his/her actual time when completing a task to reflect on appropriate start times for independent work with _____% accuracy in _____ of _____ opportunities.

- Given a task, _____ (student) will estimate the time it may take to complete the task, create a plan to finish the task, and track the time it takes to actually complete the task using planning tools and strategies to revise his/her plan as needed in order to complete the task on time _____% of the time.

Student Struggles to Manage a Large Amount of Work

- Using a planner, _____ (student) will schedule an adequate amount of time for work completion _____% of the time over _____ consecutive weeks.

- Using a schedule and planner, _____ (student) will evaluate his/her schedule including leisure and extracurricular activities to create a plan that prioritizes work completion _____% of the time.

Planning

Student Struggles to Plan for Projects

- Given a project, _____ (student) will create a project goal then outline the steps necessary, including materials, to complete the project on time in _____ of _____ opportunities.

- Given a project, _____ (student) will create a calendar schedule to plan for multiple steps in completing the project correctly and on time in _____ of _____ opportunities.

Student has Difficulty Planning for Tests

- Using a model, _____ (student) will create a test preparation calendar using study strategies with _____% accuracy

- Using a model, _____ (student) will create a plan using study skill strategies to prepare for an upcoming test _____% of the time in _____ of _____ instances.