



## 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.

# Self-Control

## Fundamental Lessons

- Using social stories and role play, \_\_\_\_\_ (student) will identify appropriate self-control strategies in the classroom with \_\_\_\_\_% accuracy in \_\_\_\_\_ of \_\_\_\_\_ trials.
- Given a paper-based or digital template, \_\_\_\_\_ (student) will write a self-control goal and monitor his/her progress weekly in order to maintain appropriate behavior \_\_\_\_\_% of the time in class.

## Student Struggles to Recognize When Actions Need to Stop

- When given a break, \_\_\_\_\_ (student) will identify one of his/her physical triggers when frustrated or upset in order to choose an appropriate response (i.e. voice volume rises = engage in deep breathing) \_\_\_\_\_% of the time.
- Given a visual/pictorial cue, \_\_\_\_\_ (student) will stop and think about his/her current actions then choose an appropriate coping skill to turn his/her behavior around in order to return to the given task in \_\_\_\_\_ of \_\_\_\_\_ opportunities.

## Student has Trouble Stopping Actions When it is Time

- Using a student-created action plan, \_\_\_\_\_ (student) will independently self-regulate his/her behavior when given a verbal/visual cue in \_\_\_\_\_ of \_\_\_\_\_ opportunities.
- Given a predetermined verbal/visual cue from \_\_\_\_\_ (student's) action plan, \_\_\_\_\_ (student) will stop his/her undesired behavior in order to engage in a coping skill (i.e. walk, break, deep breathing) in \_\_\_\_\_ of \_\_\_\_\_ opportunities.

## Student Struggles to Keep Undesirable Thoughts to Themselves

- Given two scenarios (one positive vs one negative) in social contexts, \_\_\_\_\_ (student) will identify the appropriate choice considering the words and tone of the scenario in \_\_\_\_\_ of \_\_\_\_\_ opportunities.
- Given appropriate response choices, \_\_\_\_\_ (student) will choose then verbally provide an appropriate response to the given situation \_\_\_\_\_% of the time.

# Self-Control

## Student Struggles to Recognize When it is Time to Speak

- Given a nonverbal cue when speaking out of turn, \_\_\_\_\_ (student) will pause, raise his/her hand, and wait to be called on by the teacher \_\_\_\_\_% of the time.
- 1. When given a nonverbal cue to wait his/her turn in 1-1 or small group conversations, \_\_\_\_\_ (student) will look at the speaker and quietly wait his/her turn to speak, recognizing eye contact and pauses in the conversation before speaking again in \_\_\_\_\_ of \_\_\_\_\_ opportunities.

## Student has Difficulty Waiting for a Turn to Speak

- Through social stories and role play, \_\_\_\_\_ (student) will identify at least one verbal and one non-verbal signal when it is an appropriate time to speak with \_\_\_\_\_% accuracy.
- Given examples of appropriate phrases, \_\_\_\_\_ (student) will engage in respectful behavior with no more than \_\_\_\_\_ non-verbal prompts when attempting to gain someone's attention such as, "excuse me" \_\_\_\_\_% of the time.

## Student has a Hard Time Staying Calm When it is Time

- When feeling upset, overactive or restless, \_\_\_\_\_ (student) will engage in a breathing technique to calm his/her body and mind so he/she may return to the task within \_\_\_\_\_ minutes in \_\_\_\_\_ of \_\_\_\_\_ opportunities.
- Using a breathing exercise, \_\_\_\_\_ (student) will calm his/her body and mind to avoid an unexpected behavior in \_\_\_\_\_ of \_\_\_\_\_ opportunities.

## Student Struggles to Think Before Acting

- Using videos or social stories, \_\_\_\_\_ (student) will determine the cause and effect of the situation, how it made him/her feel, and determine if the action was the right choice in \_\_\_\_\_ of \_\_\_\_\_ opportunities.
- Given real-world scenarios (i.e. video, social story, role play), \_\_\_\_\_ (student) will recognize the positive or negative results of the action in the scenario then choose the appropriate response \_\_\_\_\_% of the time.

# Self-Control

## Student Struggles to Consider Consequences of Actions

- Given real-world scenarios, \_\_\_\_\_ (student) will identify positive and negative consequences of a chosen action (or response) to an upsetting event then choose the most appropriate response to the given scenario with \_\_\_\_\_% accuracy.
- When given a verbal/nonverbal cue during unexpected events, \_\_\_\_\_ (student) will pause, walk away from the event, and discuss with an adult positive and negative consequences then choose the appropriate action to continue with the task in \_\_\_\_\_ of \_\_\_\_\_ opportunities.

## Student has Difficulty Keeping Their Cool When Triggered

- Using I-Statements, \_\_\_\_\_ (student) will identify how he/she feels when upset, what triggered his/her feelings, and then choose a coping strategy to calm down (i.e. deep breathing, count to 5, calm space) in \_\_\_\_\_ of \_\_\_\_\_ opportunities.
- During unexpected upsetting events, \_\_\_\_\_ (student) will choose a coping strategy in order to calm down with no more than \_\_\_\_\_ prompt(s) in \_\_\_\_\_ of \_\_\_\_\_ opportunities.