



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-Monitor

Fundamental Lessons

- Using a self-monitoring task sheet, _____ (student) will write a weekly goal to accomplish and monitor his/her progress daily achieving his/her weekly goal _____ out of _____ days over the course of _____ weeks.
- Using a self-monitoring task sheet and daily reflection ticket, _____ (student) will reflect daily on the progress he/she has made with his/her task sheet and identify barriers that limited progress in order to actively complete tasks in _____ out of _____ opportunities biweekly over the course of _____ weeks.

Student has Difficulty Monitoring Work for Errors

- Given a checklist, _____ (student) will edit his/her assignment for errors including _____ (i.e. spelling, neatness, capitals) with _____% accuracy in _____ of _____ trials.
- Using a checklist and a returned assignment that received a 70% or below, _____ (student) will assess the assignment for errors, make revisions, and return the assignment to the teacher for a higher score, receiving _____% or higher, in _____ of _____ opportunities.

Student Struggles to Work Carefully Without Mistakes

- Using a completed assignment and a short current assignment, _____ (student) will review his/her work and verbally give at least one way (i.e. neat handwriting, take time) to improve his/her work then complete the current assignment applying the strategy achieving _____% accuracy in _____ of _____ trials.
- Given a visual/pictorial reminder, _____ (student) will _____ (i.e. write neatly, take his/her time, keep eyes on the task) in order to carefully complete the given assignment in _____ of _____ opportunities.

Student Struggles to Complete Work

- When given a complex assignment, _____ (student) will _____ (i.e. break the task into smaller parts/set short goals, find a quiet space to work, etc.) in order to finish the task on time in _____ of _____ opportunities.
- Given a task list template, _____ (student) will independently write his/her daily tasks on the template then monitor his/her completion of tasks achieving _____% completion by the end of the day.

Self-Monitor

Student has a Hard Time Thinking Before Speaking

- Given real-world scenarios with role play, _____ (student) will use a questioning strategy to determine positive words that replace negative thoughts with _____% accuracy in _____ of _____ trials.
- Given a verbal cue such as "think first", _____ (student) will pause to silently reflect on his/her words and choices before speaking aloud in order to speak appropriately across settings _____% of the time.

Student Struggles to Understand Own Strengths

- Using a variety of strength-based assessment tasks, _____ (student) will identify at least one personal and/or academic strength in order to recognize how it benefits his/her learning achieving a minimum of _____ recognized personal strengths across environments.
- Using his/her identified personal and academic strengths, _____ (student) will write a plan establishing how his/her strengths will help him/her reach identified academic (or post-secondary) goals with _____% accuracy.

Student Struggles to Understand What Needs Improvement

- Using class assignments/projects, _____ (student) will read through the directions and assignment, determine the area that he/she may need assistance to complete the task, and then make a written plan to complete the task successfully in _____ of _____ opportunities.
- Targeting a specific academic work skill, _____ (student) will develop a plan to improve his/her ability to _____ (i.e. manage time, handwriting) using a checklist to determine his/her success weekly with _____% accuracy in _____ of _____ trials.

Student has Difficulty Understanding how Grades Work

- With weekly check-ins with the teacher(s) and/or by accessing the campus grade portal, _____ (student) will identify missing or incomplete assignments in order to complete and turn in at least _____% of his/her schoolwork quarterly.
- After reflecting on his/her current GPA and causes of his/her non-preferred GPA, _____ (student) will write a goal and multi-step action plan to improve his/her GPA by _____ points within _____ weeks.

Self-Monitor

Student Struggles to Understand how They Learn

- Using metacognitive tools, _____ (student) will evaluate his/her learning style in order to determine the best strategy (i.e. study skill, test taking skill) to apply when _____ (i.e. studying, taking a test, note-taking) across content classes in _____ of _____ opportunities.
- Using a strategy that fits his/her learning style (i.e. visual, auditory, kinesthetic), _____ (student) will apply the strategy during class in order to effectively _____ (i.e. take notes) with _____% accuracy.

Student has Difficulty Communicating with Others

- During a whole class or small group discussion, _____ (student) will communicate effectively by _____ (i.e. using an appropriate tone, using open receptive body language, pausing to listen) with a maximum of _____ nonverbal cue(s) _____% of the time.
- Using a template, sentence frames, or a model, _____ (student) will write an appropriate email for his/her intended audience (i.e. teacher, classmate, job prospect) with _____% accuracy in _____ of _____ trials.

Student has Difficulty Filtering Thoughts Before Speaking

- Using a model and sentence frame, _____ (student) will write an alternative statement reframing a negative thought to an appropriate thought to recognize effective speaking strategies when speaking aloud in class with _____% accuracy in _____ of _____ opportunities.
- During a 1-1 role play, _____ (student) will actively engage in questioning strategies to filter his/her thoughts by thinking aloud to reframe his/her thinking for positive engagement in _____ of _____ opportunities.

Student has Trouble Realizing When Actions are Bothing Others

- Using social stories or scenarios, _____ (student) will analyze body language and facial expressions to determine if someone appears bothered, then verbally say a solution to the speaker's actions so others may not be bothered next time in _____ of _____ opportunities.
- Using social stories, videos, or scenarios, _____ (student) will evaluate body language/facial expressions to decide who may be upset or annoyed, then identify the cause of the person's feelings with _____% accuracy in _____ of _____ trials.

Self-Monitor

Student Struggles to Evaluate Work Results

- At the end of the week, when given a reflection sheet and engaged in a structured discussion, _____ (student) will identify at least two things that went well and did not go well during the week in accomplishing his/her weekly goal to evaluate his/her performance during self-reflection in _____ of _____ opportunities.
- Upon reflecting on his/her test scores and study skills, _____ (student) will create a step-by-step action plan for studying in order to maintain a study schedule to increase his/her test scores in _____ of _____ opportunities.

Student Struggles to Realize how Actions Affect the Feelings of Others

- Using an emotions facial chart, _____ (student) will identify the emotion being conveyed in the story or video in order to interpret how our actions make others feel with _____% accuracy.
- Given a series of actions, words, or phrases presented in real-world scenarios, _____ (student) will identify how the verbal or physical action may make someone feel then provide an alternative response to the action with _____% accuracy.