



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.

Task Initiation

Fundamental Lessons

- Using task initiation strategies, _____ (student) will begin the assigned task within _____ minute(s) and remain on task for _____ minutes with no more than _____ adult-guided prompt(s) in _____ of _____ independent tasks
- Using checklists, _____ (student) will begin the given task within _____ minute(s) after being given the directions _____ % of the time across school settings.

Student Struggles to Take Initiative

- Using a chosen self-motivating strategy (i.e. set a goal, positive thoughts, reward system), _____ (student) will independently start his/her work monitoring his/her progress with a checklist completing _____% of assignments across school settings.
- When presented with an assignment, _____ (student) will use the assignment's details and record them using a planning system of choice (i.e. agenda, planner, notebook) and then complete the given assignment _____% of the time.

Student has Trouble Coming Up With Ideas

- Given a task-specific graphic organizer, _____ (student) will generate ideas focusing on quantity and unfiltered thought strategies to produce at least 3 to 5 ideas on a given topic _____% of the time in _____ of _____ trials.
- Using a model of questioning strategies, _____ (student) will ask and answer simple questions about the topic to generate ideas for a given assignment _____% of the time across settings.

Student has Difficulty Getting Started on Work

- Using a visual model of his/her routine/plan/steps for independent task initiation, _____ (student) will begin his/her task with no more than _____ nonverbal cue(s) from the teacher completing the given task _____% of the time.
- When given an assigned task, _____ (student) will utilize his/her plan for task-initiation referring to the designated steps, and asking for assistance as needed, completing his/her work _____% of the time across classes.

Task Initiation

Student has Difficulty Getting Started on Projects

- Given a project, _____ (student) will break down the project into smaller, more manageable parts, creating a plan for project initiation and completion by a designated date _____% of the time.
- Given a group project, _____ (student) will identify his/her role and designated task(s) within the group to create a plan to complete his/her part on time in _____ of _____ opportunities.

Student Struggles to Develop Different Solutions to a Problem

- When given solutions, _____ (student) will choose a strategy to aid in moving forward when stuck on an assignment _____% of the time.
- Referring to a list of generated solutions, _____ (student) will reflect on the assignment, the reason why he/she feels stuck, then select the best solution to move forward and continue the assignment _____% of the time.

Student Struggles to Start a Task Without Being Asked

- Using a self-created cue card, _____ (student) will independently begin a task _____% of the time across classes.
- Using a self-selected reminder strategy, _____ (student) will independently start a task within _____ minutes _____% of the time across settings.

Student has Difficulty Staying on Track

- Using a self-created checklist and timer, _____ (student) will stay on task for a minimum of _____ minutes _____% of the time during class.
- When distracted by expected/unexpected events, _____ (student) will take the initiative to stay focused on his/her work by engaging in a strategy to stay on track (i.e. fidget, take a break, seek a quiet place) and finish given work _____% of the time.

Task Initiation

Student has Trouble Following Through to Finish a Task

- Using a reward system, _____ (student) will create a plan to complete an upcoming task on time _____% of the time in _____ of _____ opportunities.
- Given a sample of complete and incomplete tasks, _____ (student) will evaluate why he/she finished some tasks and not others and create a plan to complete given incomplete tasks within _____ days _____% of the time.

Student Struggles to Know how to Prepare for Tests

- In the event of an upcoming test, _____ (student) will create a student-generated study guide applicable to the type of testing being given to successfully prepare for and take the test in _____ of _____ instances.
- In preparation for an exam, _____ (student) will prepare a plan to use study skills and/or test-taking strategies to prepare for the test in _____ of _____ instances as measured by a student-generated checklist.