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.

Working Memory

Fundamental Lessons

- To increase his/her working memory, _____ (student) will use the_____ working memory strategy to develop his/her ability to recall important information _____% of the time over the course of _____ weeks.
- With visual reminders including a checklist, _____ (student) will monitor his/her _____ (i.e. weekly, daily, monthly) working memory goal using the _____ strategy with _____% success over _____ weeks.

Student Struggles to Utilize Memorization Strategies

- Given a list of memory strategies, _____ (student) will select a strategy to utilize to recall specific information with _____% accuracy in _____ of _____ instances.
- Given a task, _____ (student) will break apart the task to determine what information is critical to remember, then choose a memory strategy from a given list to practice memorizing the information _____% of the time in _____ of _____ instances.

Student Struggles to Pay Attention

- Given a visual model of attentive behaviors and a nonverbal cue, _____ (student) will engage in active listening strategies when distracted by unexpected/expected events, returning to the task _____% of the time in _____ of _____ instances.
- Given a visual/verbal cue when distracted, _____ (student) will model appropriate body language for paying attention (i.e. eyes on the speaker, body facing the speaker) to regain focus during class _____% of the time across settings.

Student Struggles to Manage Distractions

- When given a model of a real-world scenario, _____ (student) will identify common distractions in the classroom, then identify solutions to avoiding off-task behaviors with _____ accuracy.
- Using a self-assessment tool, _____ (student) will identify a distracting event in his/her routine, select a strategy to stay on task, and assess his/her success in using the strategy in _____ of _____ instances.

Working Memory

Student has Trouble with Multi-Step Tasks

- Given a multi-step task, _____ (student) will recall the steps in sequence using memory aids to complete the task with _____% accuracy.
- Given a model, _____ (student) will create a memory aid to recall a multi-step task, completing the task in its entirety _____% of the time.

Student Struggles to Stay on Task Without Direction

- Using on-task strategies, _____ (student) will create a plan to independently stay on task, successfully staying on task _____% of the time.
- Using a checklist, _____ (student) will independently stay on task, monitoring his/her progress toward task completion for a minimum of _____% of his/her given assignments.

Student Struggles to Focus on What they are Doing

- Using a self-reflective/metacognitive tool, _____ (student) will determine the cause and effect of losing his/her focus during class, and recognize beneficial on-task strategies with _____% accuracy.
- Targeting difficult times during the day (morning, lecture, independent task, computer work), _____ (student) will engage in an effective on-task strategy to complete the task and stay focused _____% of the time across settings.

Student has Trouble Remembering Information Long Term

- To strengthen his/her long-term memory, _____ (student) will complete a task-specific graphic organizer to help retain critical pieces of information and recall _____% of the information measured by a teacher-created task or discussion.
- When provided information and a modeled strategy, _____ (student) will practice a targeted long-term memory strategy in order to recall _____% of the information presented to him/her.

Working Memory

Student Struggles to Memorize Facts by Repetition

- Given an academic task (i.e. vocabulary, sight words, basic math skills), _____ (student) will create flashcards using the repetition of information to memorize the academic information with _____% accuracy in _____ of _____ trials.

- Using the Leitner system with a visual schedule (or calendar), _____ (student) will study for an upcoming test memorizing designated information with _____% accuracy in _____ weeks.