



## IEP GOAL DEVELOPMENT

There are several skill areas that IEP goals can cover: Social skills, Life skills, Social Communication skills and Academic skills. Below are a couple of general examples. We encourage you to visit the resources listed below for more in-depth information about IEP goals, tips on goal development, and additional examples.

### Examples of IEP Goals

- Student will complete a graphic organizer or take notes on a topic on a note-card with at least 3 to 5 ideas and details with two teacher prompts as indicated by data collection, curriculum assessment, teacher assessment, report cards, and progress reports.
- Given adult monitoring and support, Student will neatly and accurately record his homework assignments in his agenda book in 4 out of 5 opportunities, as indicated by data collection, curriculum assessment, teacher assessment, report cards, and progress reports.
- By June, with verbal reminders from the educational assistant, Student will complete seatwork assignments with at least 60% accuracy in the Seatwork Assignment Checklist in 3 out of 5 trials, as documented on Student's log.

### Goals with Quarterly Objectives

- Given a calculator and step-by-step notes, Student will solve real-life mathematical problems using numerical and algebraic expressions and equations with 80% accuracy.
  - Student will solve multi-step real life mathematical problems posed with positive and negative rational numbers in any form.
  - Student will construct simple equations and inequalities to solve problems.
  - Student will solve problems using variables to represent quantities in a real world or mathematical problem.
  - Student will seek assistance from math teacher if unable to accurately solve problem.

## Resources for Developing IEP Goals

Each County or School District should have resources on the IEP process

U.S. Department of Education: IDEA portal

<http://idea.ed.gov/>

Center for Parent Information and Resources – All About the IEP

<http://www.parentcenterhub.org/repository/iep/>

National Secondary Transition Technical Assistance Center's Evidence-Based Practices

<http://nsttac.org/content/evidence-based-practices>

*Late, Lost, and Unprepared: A Parents' Guide to Helping Children with Executive Functioning* by Joyce Cooper-Kahn, Woodbine House; 1 edition (October 24, 2008)



*101+ Measurable IEP Goals and Objectives for Smart but Scattered Students* by Chris de Feyter, CreateSpace Independent Publishing Platform; 1 edition (February 2, 2014)

*Smart but Scattered: The Revolutionary "Executive Skills" Approach to Helping Kids Reach Their Potential* by Peg Dawson, Guilford Press; 1st edition (January 2, 2009)

*The Complete IEP Guide, How to Advocate for Your Special Ed Child*, Attorney Lawrence M. Seigel, Nolo 8<sup>th</sup> Edition (2014)

<http://www.nolo.com/products/the-complete-iep-guide-IEP.html>

*Teacher's Guide to Hydrocephalus*, Hydrocephalus Association, (2002)

[http://www.hydroassoc.org/docs/A\\_Teachers\\_Guide\\_to\\_Hydrocephalus.pdf](http://www.hydroassoc.org/docs/A_Teachers_Guide_to_Hydrocephalus.pdf)

Individualized Education Programs: Communication Skills for Parents

[http://www.hydroassoc.org/docs/FactSheet\\_IEP.pdf](http://www.hydroassoc.org/docs/FactSheet_IEP.pdf)

Social Skills Development in Children with Hydrocephalus

[http://www.hydroassoc.org/docs/Social\\_Skills.pdf](http://www.hydroassoc.org/docs/Social_Skills.pdf)