Individualized Education Program Goal Writing

Division of Early Intervention and Special Education Services

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PRESENTED BY

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Intended Outcomes

By the end of the session, participants will be able to:

- Explain the purpose and importance of properly writing Individualized Education Program (IEP) goals.

- Differentiate between the types of Individualized Education Program (IEP) goals and examine the role of IEP objectives in breaking larger goals into actionable steps that guide instruction and progress monitoring.

- Identify and explain the five components of an effective Individualized Education Program (IEP) goals.

- Develop and construct sample Individualized Education Program (IEP) goals for a student with a disability, ensuring that goals reflect best practices and address individual student needs in both academic and functional domains.

Presentation Outline

1. Individualized Education Program (IEP) Goals and Objectives

2. Five Components of Individualized Education Program (IEP) Goals

3. Engagement Activity

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Individualized Education Program (IEP) Goals and Objectives

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Individualized Education Program (IEP) Goals and Objectives

- Developing standards-aligned IEPs requires the team to continuously focus on the grade-level expectations for all students, while also considering the student's current levels of performance.

- All students receive grade-level content and standards, even when there is a significant gap between the enrolled grade and the student's instructional level in a content area.

- Students receive specially designed instruction on specific skills needed to approach or achieve grade level performance.

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Individualized Education Program (IEP) Goals and Objectives Continued

- While the State standards are the framework guiding instruction for all students, the standards themselves are not IEP goals.

- An IEP goal is an individualized statement of what a student will be able to do at the end of a set time frame.

- Goals typically describe performance of a skill that is required for multiple standards or describes a skill performance that reflects an adaptation of a standard.

- The team must also consider and develop goals that are reflective of the needs of the whole child and do not reflect the development of isolated skills driven by assessment results.

Progress Monitoring

- Progress monitoring of IEP goals and objectives occurs on an individually determined basis (at least quarterly).

- Analysis of the gap between current performance and grade-level standards and age-appropriate expectations occurs regularly.

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Academic Goals

- A grade aligned goal is required for all students in **any academic** area of need.

- In addition to a grade aligned goal in any academic area of need, a student may require a below grade level goal in the same area to bridge the gap in skills.

- The IEP team determines high-priority skills that underlie one or more key grade-level standards that the student is unlikely to master without specially designed instruction.

- The IEP team will then determine how much growth in the skill can be reasonably expected given appropriate instruction and intervention customized to the student's need.

- While a student may not achieve all grade level standards, the goals shall reflect meaningful progress on skills that are essential to progress in the grade level curriculum.

- For students with the most significant cognitive disabilities participating in the Alternate Framework, goals shall be aligned to the grade level Essential Element(s) that represent grade level skills, reduced in depth, breadth, and complexity.

Functional Goals

- Identified for any student whose disability affects non-academic skills such as social-emotional behavior, communication, and engagement.

- IEP teams may identify essential skills that students need for communicating knowledge or social engagement, self-regulating their behavior, self-advocating, participating in class or school activities, engaging within the social norms of their community, and using technology for learning and independence.

- Functional goals target skills that affect the student's access and progress in current and future environments.

IEP Objectives

- Each IEP goal should include objectives that are indicators of milestones for measuring the student's progress over the time frame of the IEP.

- The number of objectives associated with each goal is determined by the team based on the student's need and the nature of the skill.

- There are several approaches to developing objectives, including:

  o Divide the goal into sequential component skills and set time frames for mastery of each one.

  ▪ In many cases these skills are sequential and, when all are mastered, the goal will be achieved.

  o Divide the goal into component skills that may be taught simultaneously (e.g., punctuation, capitalizing, and spacing lead to a goal of writing complete and correct sentences)

  o Set benchmarks that describe incremental changes in the student's performance.

  ▪ These changes may reflect increased rate or accuracy (e.g., number of correct words per minute, amount of time participating in an activity) or decreased levels of prompting or other supports.

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Preschool Individualized Education Program (IEP) Goals and Objectives

- When developing preschool goals, the team focuses on the functionality of learning and development within the context of natural routines and activities.

- The IEP team uses the comprehensive information found in the Present Level of Academic Achievement and Functional Performance (PLAAFP) to develop functional, participation-based goals that include all the following elements:

  o The goal is written in plain language and is jargon-free.

  o The goal emphasizes the positive.

  o The goal describes the child's involvement in age-appropriate activities to address academic and functional areas.

  o The goal is measurable and observable.

  o The goal describes how the child will demonstrate what they know or can do.

  o The goal describes the situations in which the child will demonstrate the goal and does not name a placement or educational environment.

1. Individual Education Program (IEP) Goals and Objectives

2. Five Components of Individualized Education Program (IEP) Goals

3. Engagement Activity

Five Components of IEP Goals

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Five Components of IEP Goals and Objectives

- Annual IEP goals should reflect an "ambitious but achievable" amount of progress over the time of the IEP.

- To be consistently implemented and monitored, annual IEP goals and objectives should contain the following five components:

  o Condition

  o Behavior

  o Criteria

  o Method of Measurement

  o Timeframe

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Conditions

- A description of the circumstances in which the skill will be measured, including factors such as materials, assistance provided, directions given, and the environment (physical environment or in the context of an activity).

- Conditions may reflect the adaptations that allow the student to approach or achieve grade level expectations.

- Within the objectives, the conditions may reflect decreasing levels of support the student will require to perform the skill over the time of the IEP.

Given a graphing calculator,	With adult support,	Across environments,

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Behavior

- An observable, measurable action that the student will perform.

- To select the skill or behavior, the IEP team considers what the student will do to demonstrate mastery of the target skill.

- The behavior should then be described in terms that can be consistently measured.

Jessica will decode…	Kevin will label…	Victoria will predict…

Criteria

- Expected level of performance (mastery) and how many times the student must demonstrate that level of performance for the goal/objective to be considered achieved (retention).

- The IEP team considers the skill itself and the student's present performance in order to choose a target that is meaningful, ambitious, and realistic.

- The criteria measured needs to make sense for the skill being observed.

- The criteria for success is directly related to the method of measurement (e.g., percent accuracy, rate, number of occurrences).

With no more than one error	Within five minutes of a verbal prompt	In two out of four trials	Over five consecutive sessions

Method of Measurement

- A reliable and valid tool or other means of objectively determining whether the specified criterion has been met.

- Examples:

  o Frequency count

  o Teacher-created rubrics

  o Teacher data collection sheets

  o Classroom-based assessments when applicable

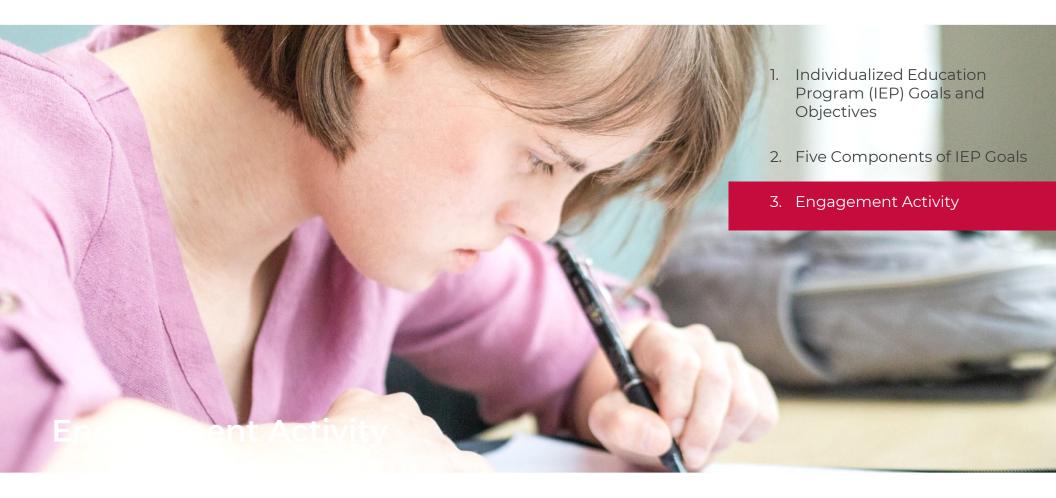| Informal Procedures: Progress monitoring probe	Classroom-Based Assessments: End of unit benchmark assessment	Observation Record: Antecedent-Behavior-Consequence (ABC) chart

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Time Frame

- Each goal and objective must quantify the length of time (by what date) the IEP team anticipates the student will achieve the goal or objective.

- The date should be no more than one year from the time at which the goal is being written but may be less if the team feels the student should achieve the goal in a shorter time frame.

By September 2025,	By August 2026,	By the end of the first quarter (2024-2025 SY),

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Putting it all Together

- Individualized Education Program (IEP) goals and objectives that contain the five components support student achievement by providing clear direction to the implementing team.

- Conditions clarify elements of specially designed instruction that support learning.

- Clear criteria and methods of measurement set the stage for effective progress monitoring.

- Well-designed objectives allow the team to determine if the student is making adequate progress and whether they need to adjust the specially designed instruction.

Engagement Activity

1. Individualized Education Program (IEP) Goals and Objectives

2. Five Components of IEP Goals

3. Engagement Activity

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Engagement Activity

- Let's enhance our knowledge of how to craft clear, compliant, and meaningful IEP goals that are tailored to students' individual needs.

- We are going to take a look at a few IEP goals and determine which of the five components is missing. Using the zoom poll, select the missing component from the list of choices.

- Next, using the zoom poll, you will "fill in the blank" with the missing information to complete the IEP goal.

- As a group, we'll then come together to review the IEP goals and reflect on the rationale behind the choices to develop compliant and effective IEP goals and objectives.

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Goal 1

- What component(s) is/are missing from the goal:

    Sarah will write or type a sentence, using appropriate formatting (e.g. spacing between words and sentences, punctuation, capitalization).

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Goal 2

- What component(s) is/are missing from the goal:

    By December 2024, given a written word list of 10 one-syllable words that contain long-a, long-e, and long-o vowel digraphs (e.g. road, rain, speech), Kiya will verbally decode the words to read aloud on 3 out of 4 progress monitoring assessments.

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Goal 3

- What component(s) is/are missing from the goal:

  Given a word list of 10 closed one-syllable words (e.g., cat, him, mop), Kiya will verbally decode the words to read aloud on (3 out of 4) progress monitoring assessments.

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Goal 4

- What component(s) is/are missing from the goal:

    By June 2025, with the use of receptive identification, Sam will strengthen his math problem solving skills by comparing and identifying more/less/equal quantities up to 10 with 80% accuracy in 4 out of 5 opportunities using observations and data collection as the evaluation method.

Goal 5

- What component(s) is/are missing from the goal:

  John will compare two characters in a story given picture choices for up to 10 stories with 80% accuracy in 3 out of 4 sessions.

Goal 6

- What component(s) is/are missing from the goal:

    John will compare two characters in a story given picture choices for up to 6 stories with 80% accuracy in 3 out of 4 sessions.

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Session Evaluation

Evaluation #3: Individualized
Education Program Goal Writing

Please scan the QR code to complete the evaluation for today's session.