

Intended Outcomes

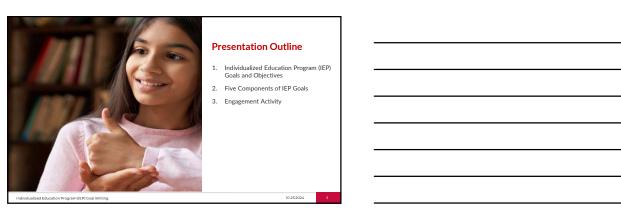
By the end of the session, participants will be able to:

Understand the purpose and importance of a properly written Individualized Education Program (IEP) goal.

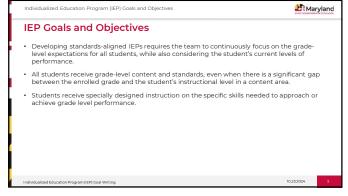
Describe the types of IEP goals and the use IEP objectives.

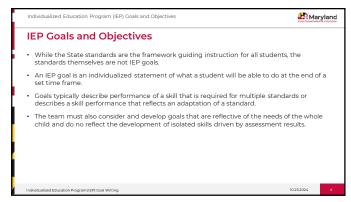
Recognize and describe the five components of an IEP goal.

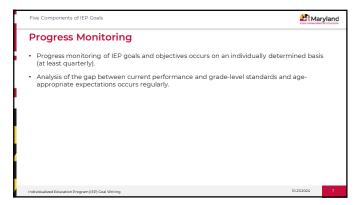
Craft IEP goals for a sample student with a disability.

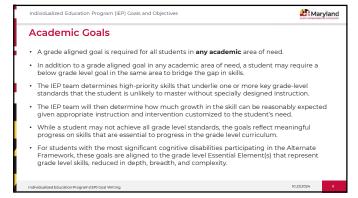


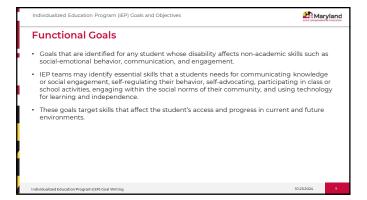


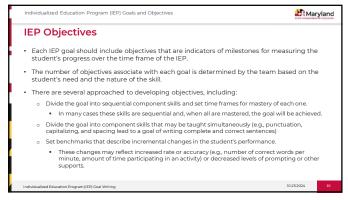


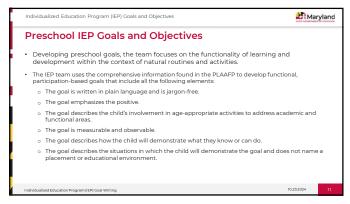




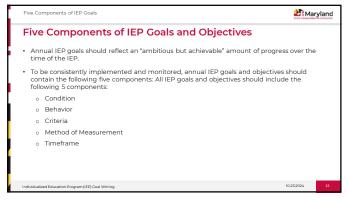


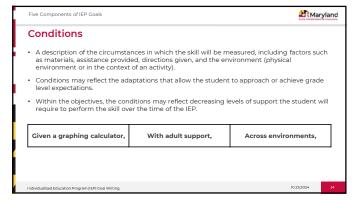


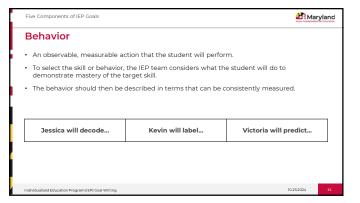


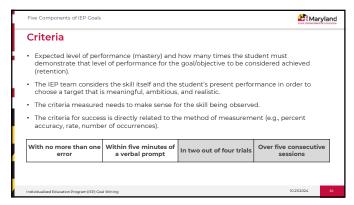


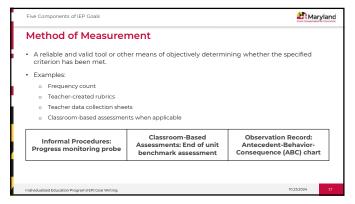


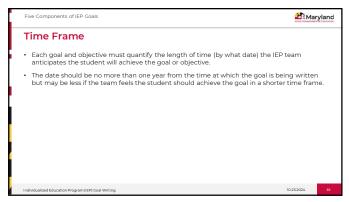


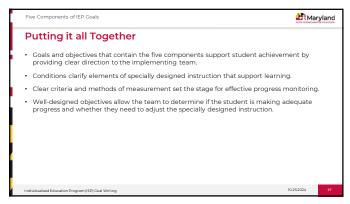




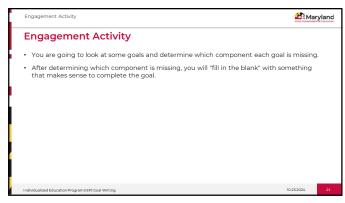


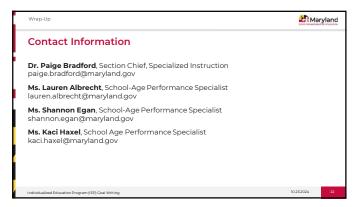
















5 Components of Individualized Education Program (IEP) Goals

Division of Early Intervention and Special Education Services

In accordance with the Individuals with Disabilities Education Act (IDEA), all IEPs must include a statement of measurable annual goals, including academic and functional goals, designed to meet the student's needs that result from the student's disability and enable the student to be involved in, and make progress in the general education curriculum (20 U.S.C. § 1414). In order to be consistently implemented and monitored, based on the Maryland State Department of Education (MSDE) IEP Process Guide, annual IEP goals should contain the following five components.

Component	Description	Examples
Conditions	The circumstances under which the skills be performed. Includes (but not limited to): materials, assistance, directions, or environment.	With access to a calculator When presented with a third-grade level text During unstructured social time
Behavior	The observable, measurable action the student will perform.	Ava will solve ten multiplication facts (2, 3, and 5 facts) Andy will read the text aloud at a rate of 75 words per minute Riley will use their Augmentative and Alternative Communication (AAC) device for expressive communication by initiating a greeting to a peer
Criteria (Mastery & Retention)	The expected level of performance (mastery). How many times the student will demonstrate the level of performance for the goal and objectives to be considered achieved (retention).	With 100% accuracy on three consecutive in-class assignments With no more than four errors in five trials Independently, in two out of three opportunities
Method of Measurement	A reliable or valid tool used for additional means of objectively determining whether the specified criteria has been met.	As measured by student work samples. As measured by running records. As measured by teacher observations and recorded data.

Component	Description	Examples
Time Frame	The date by which the goal/objective will be accomplished.	For a goal, the date should be no more than one year from the time at which the goal is written but may be less if the team feels the student should achieve the goal in a shorter time.

SAMPLE GOALS:

By 2/3/2025, with access to a calculator, Ava will solve ten multiplication facts (2, 3, and 5 facts) with 100% accuracy on three consecutive in-class assignments as measured by student work samples.

By 2/3/2025, when presented with a third-grade level text, Andy will read the text aloud at a rate of 75 words per minute with no more than four errors in five trials as measured by running records.

By 2/3/2025, during unstructured social time, Riley will use their AAC device for expressive communication by initiating a greeting to a peer independently, in two out of three opportunities as measured by teacher observation and recorded data.



Individualized Educational Program (IEP) **Goal Development**

Division of Early Intervention and Special Education Services

Developing IEP Goals

STEP 1: EXAMINE GRADE LEVEL CURRICULUM AND FUNCTIONAL AGE EXPECTATIONS

Use curriculum and other resources to understand Maryland College and Career Ready Standards (MCCRS) for the grade in which the student is enrolled. Also, analyze the standards from earlier and later in the learning progression. Use additional resources to understand age expected functional expectations. For students with the most significant cognitive disabilities, as determined by the school IEP team, familiarize yourself with the Dynamic Learning Maps (DLM) Essential Elements (EEs).

STEP 2: UNDERSTAND STUDENT STRENGTHS AND NEEDS

Use information from the Present Levels of Academic Achievement and Functional Performance (PLAAFP) to identify areas of need. Analyze trend data over time as well as other data points from multiple sources.

STEP 3: PRIORITIZE ACADEMIC AND FUNCTIONAL SKILLS

Based on knowledge of age and grade expectations and knowledge of the student, identify which age/grade level standard(s) and/or expectation(s) the student is most likely to have difficulty meeting that will require specially designed instruction (SDI). From these academic and functional skills, prioritize those standards and skills that, when targeted through IEP goals, will accelerate individual student progress to narrow the achievement gap between the student and his or her non-disabled peers. These standards and skills will become the focus of IEP goals and objectives.

STEP 4: DEVELOP IEP GOALS

Based on the targeted standards and skills, develop IEP goals and objectives that include the following components:

- Conditions under which the skills be demonstrated;
- The targeted behavior described in observable, measurable terms;
- The criteria for measuring mastery and retention of the skill;
- The method of measurement; and
- The time frame by which the goal and objectives will be achieved.

For all students with academic area(s) of need, align goals to prioritized MCCRS for each academic area of need.

For students missing critical skills from earlier grades that support current and future learning, align additional academic goals to MCCRS from earlier in the learning progression.

For students whose access, participation and independence in the school environment is impacted by the disability, align functional goals to age/grade appropriate expectations.

For students with the most significant cognitive disabilities who are working toward alternate academic achievement standards with parental consent, align goals to the grade level EEs for the student's grade.

For preschool age students, align academic and functional goals to the Maryland Early Learning Standards.

For students age 14 and over, consider the student's postsecondary aspirations and how annual IEP goals can support transition goals and activities.

STEP 5: DEVELOP OBJECTIVES

Develop objectives based on the needs of the student and how he or she will demonstrate mastery of the IEP goal. Select the number of objectives appropriate to the student and skills that will allow for goal instruction, progress monitoring and inform instructional planning.

Objectives may be:

- Sequential benchmarks of increasing accuracy, fluency or independence; or
- Components of the goal skills; or
- Prerequisite skills.

IEP Goal Development Tool

Use this tool to determine the student's areas of need, identify grade-level based standards to work on, and develop robust IEP goals and objectives.

Key Information Necessary to Develop IEP Goal

Element	Key Information
Identify student's areas of need based on the PLAAFP (Include trend data from previous IEPs, if applicable).	
Compare the student's areas of needs to MCCRS (or EEs, if applicable). Identify which standards may need to be targeted.	
Identify which skills/standards/expectations from the student's grade level standards the student is most likely to have difficulty meeting without SDI.	

Determine the Five Components of the Goal

Component	Goal Content
Condition	
Behavior	
Criteria (Mastery)	
Criteria (Retention)	
Method of Measurement	
Time Frame	

Complete IEP Goal:

Develop Objectives

Note: There are four objective workspaces. Consider the student you are developing the goal and objectives for. They may or may not need all four objectives to achieve their goal.

Component	Objective #1 Content	Objective #2 Content
Condition		
Behavior		
Criteria (Mastery)		
Criteria (Retention)		
Method of Measurement		
Time Frame		

Objective #1:

Objective #2:

Component	Objective #3 Content	Objective #4 Content
Condition		
Behavior		
Criteria (Mastery)		
Criteria (Retention)		
Method of Measurement		
Time Frame		

Objective #3:

Objective #4:

Resources

DLM Essential Elements Unpacked: https://www.dlmpd.com/dlm-essential-elements-unpacking/

Maryland Online IEP Learning Modules: Goals and Objectives: http://olms.cte.jhu.edu/moiep-goals- <u>objectives</u>

Maryland Statewide IEP Process Guide: https://cdn.elev.io/file/uploads/INpS- TjMN6NtuyYZMB0npYL0putn4BGT_yM3KiRUeAQ/ChQ4pzpy0yBd14TH0IfjHgcGpd29ktvwgbVueRxB45 c/IEPProcessGuideMarch2024Updated-RHA.pdf

MCCRS for ELA: https://www.marylandpublicschools.org/programs/Pages/ELA/standards.aspx

MCCRS Vertical Progressions for ELA:

https://www.marylandpublicschools.org/programs/Pages/ELA/progressions.aspx

MCCRS for Mathematics:

https://www.marylandpublicschools.org/about/Pages/DCAA/Math/MCCRSM.aspx