Writing Effective IEP Goals and Objectives

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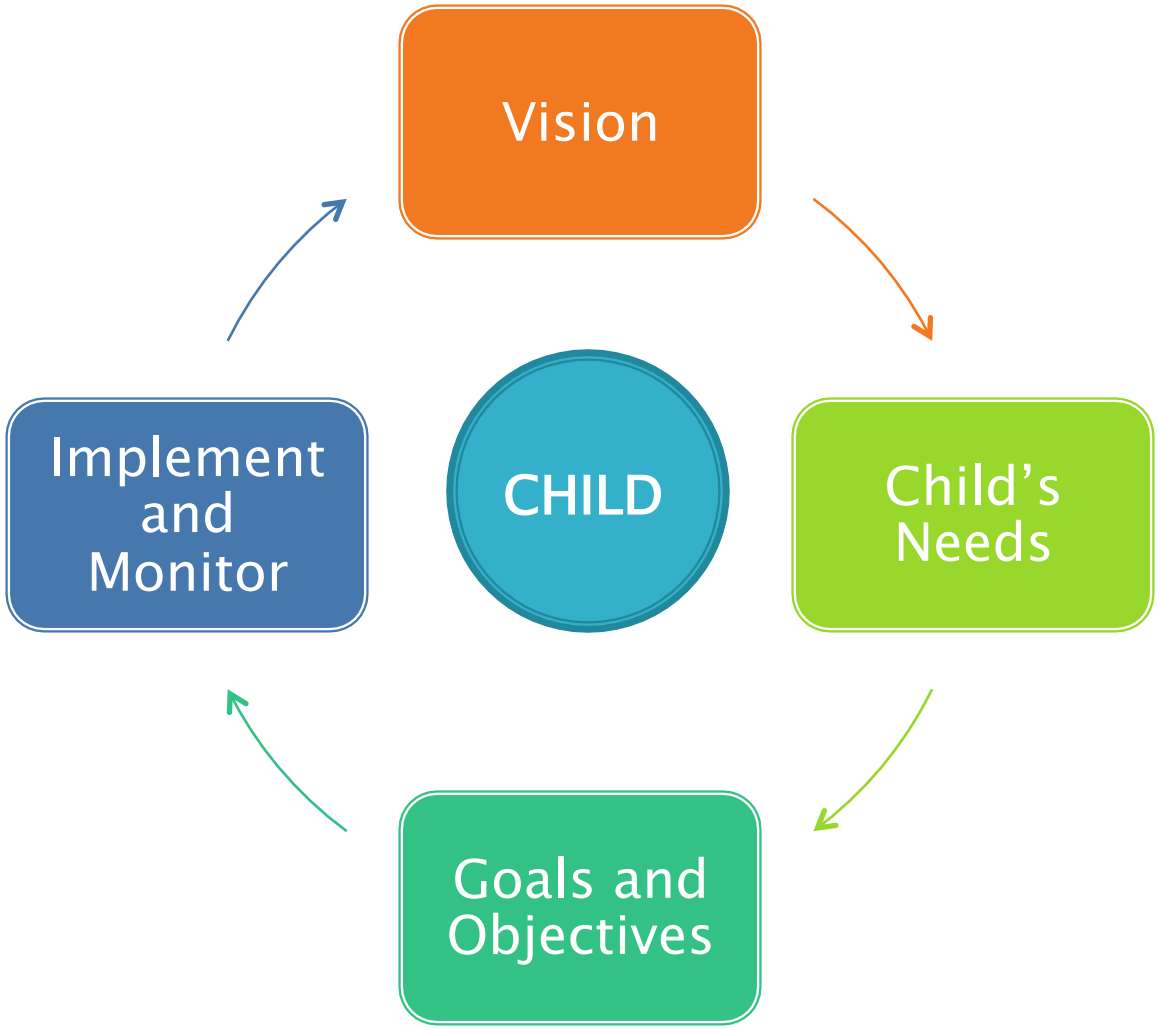
“All Children are born with the Gift of Unlimited Possibilities.”

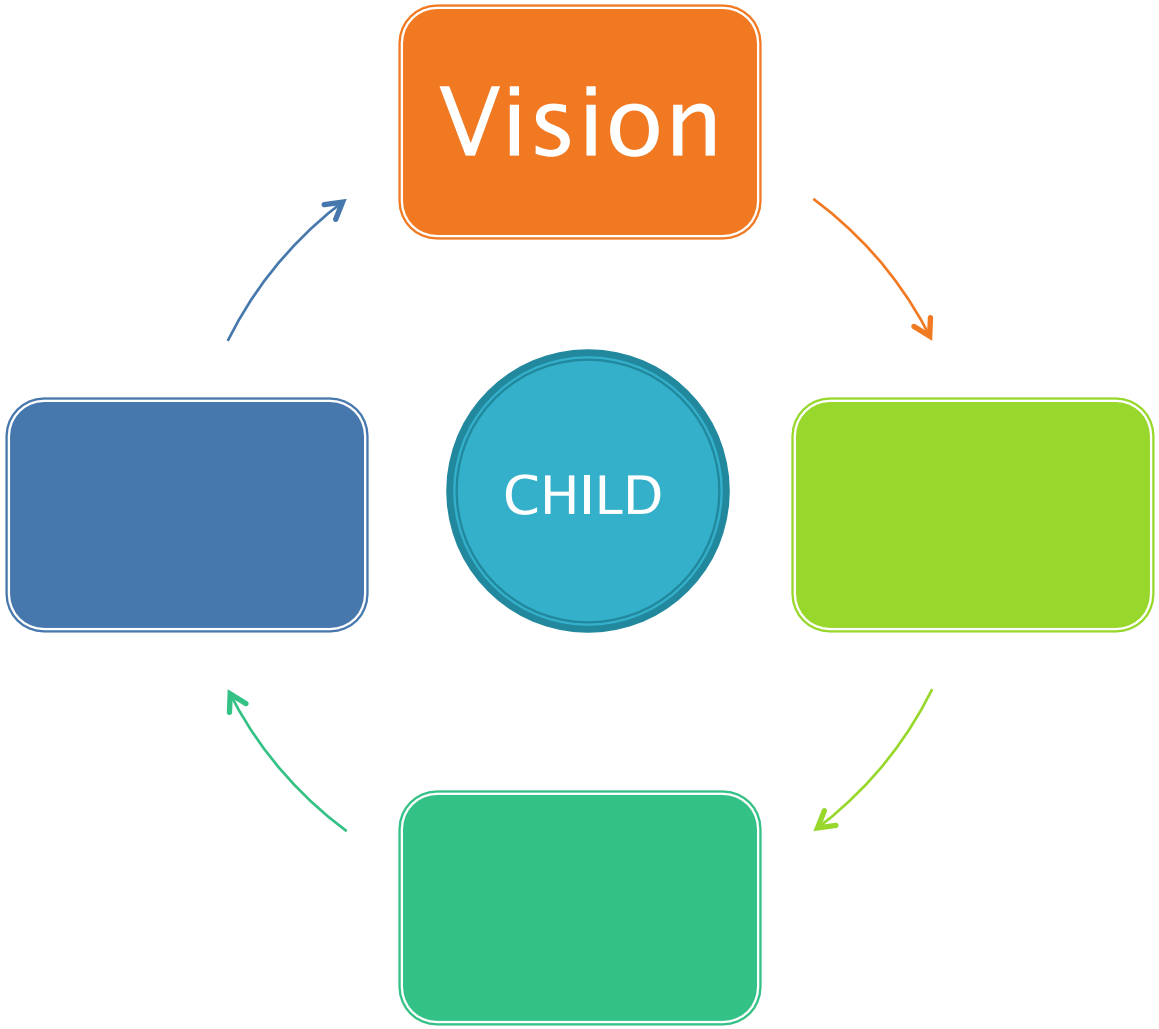
What is an IEP?

- Individualized Education Plan
- A Set of Comprehensive Goals and Objectives
- Agreed Upon by all ARD Members
- Written for a Year but can and Should be Modified as Needed

Developing an IEP

- Determine Future/Desired Outcome
- Identify Child's Needs
  - Present Levels of Performance
  - Consideration of General Education
  - State Learning Objectives
- Write Operationally Defined and Measurable Goals
- Determine Services and Program Supports
- Implement and Monitor Progress


Vision
Child's Needs
Goals and Objectives
Implement and Monitor
CHILD


Vision
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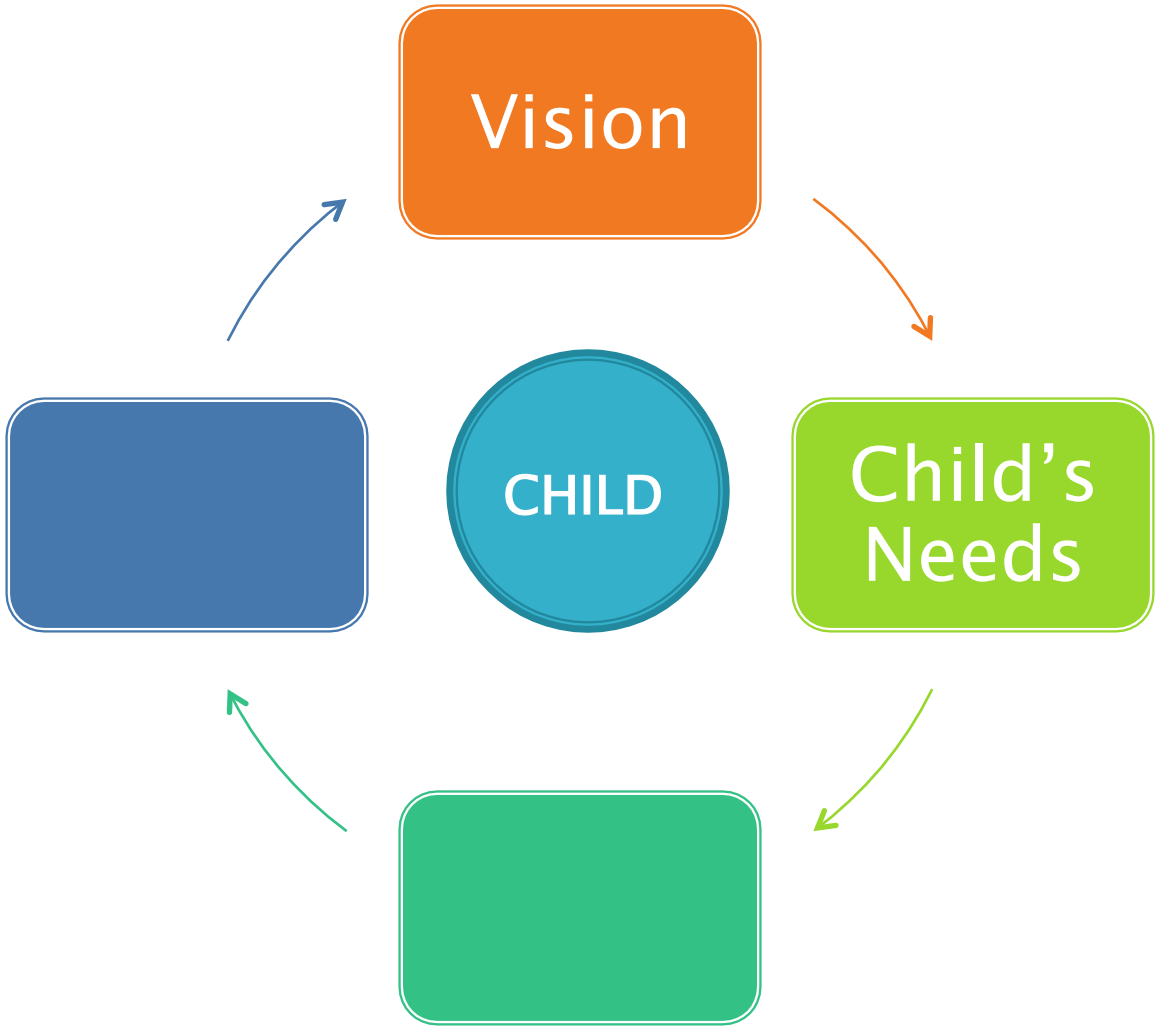
Vision

- What are the Families Hopes and Dreams for the Future of their Child?
  - 3-5 years from now
  - Post-school


Vision
CHILD
Child's Needs

Look at the Whole Child
Across Environments and Situations

Home, Community, School,
Post-Secondary Education, Job

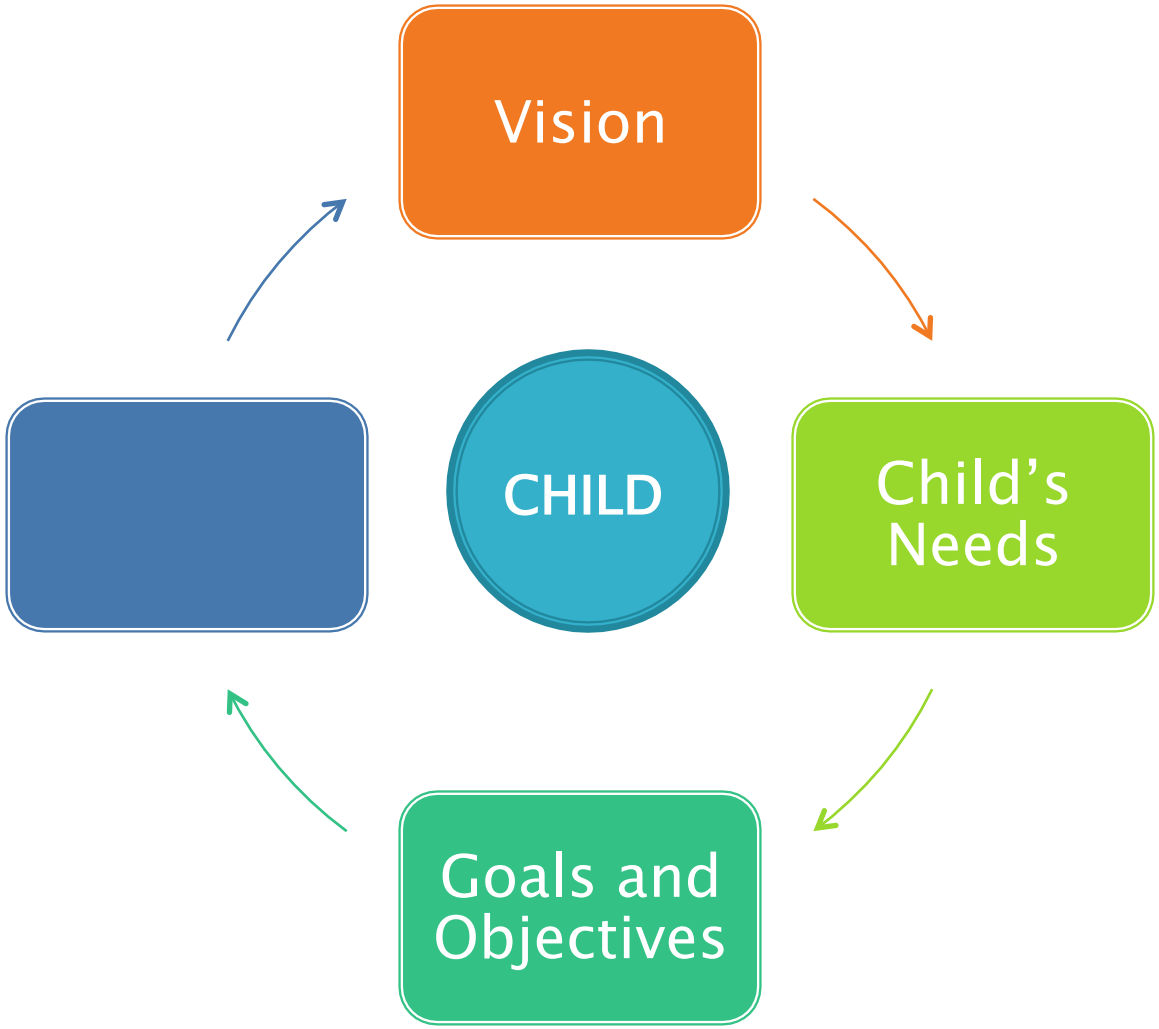
- Communication/Language
- Academic
- Social Interaction
- Play
- Recreation & Leisure
- Independence
- Life Skills
- Behavior

Present Levels of Performance

- Observation/Interview
- Assessment (ABLLS)
- Objectives Previously Mastered
- Rate of Learning
- Behavior Data

Determining What Goals and Objectives are Appropriate
based on Present Levels of Performance

- Curriculum (A Work in Progress by Ron Leaf and John McEachin, Behavioral Intervention for Young Children with Autism by Catherine Maurice)
  - Prerequisite Skills- Build a Foundation
  - Consider the Child's Age
  - Priorities
- State Learning Objectives
  - Modify and Individualize
- Vision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Writing Appropriate and Obtainable Goals

Parts of an IEP

- Schedule of Services
- Current Level of Performance
- Individual Objectives
- Mastery Criteria

Schedule of Services

- What is Appropriate for the Individual Child
  - Start with a Strength or Interest
- How Much Time is Spent in Each Class
- Integrated Model or a Pull-Out Model
- How will Data be Taken and Collected
  - Mastery Criteria

Individual Objectives

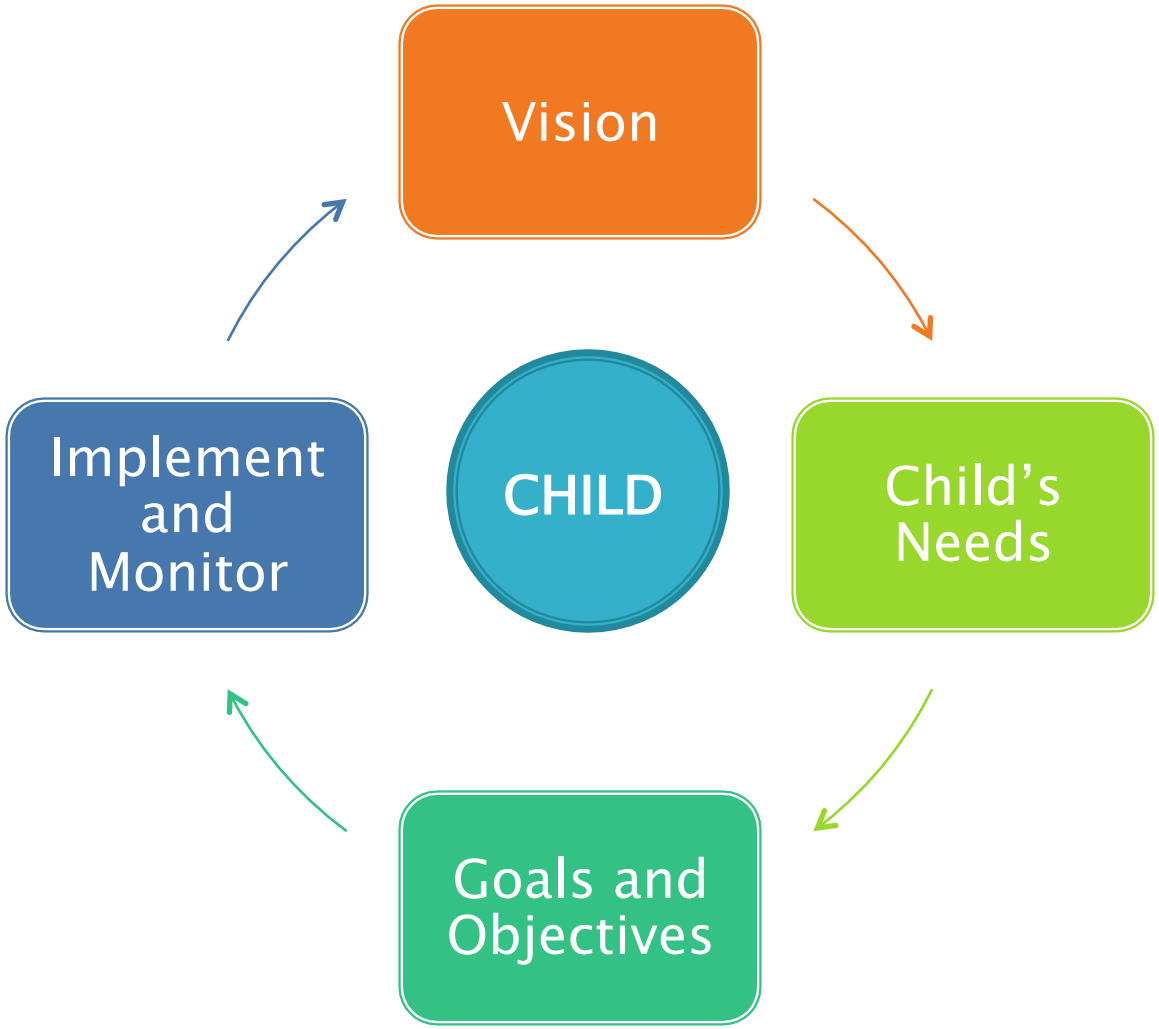
- Operationally Defined
  - Specific
- Measurable
  - Data Taking/Collection

Individualized Goals

- Measurable goals include the following:
  - Who (the student)
  - Behavior (what the student will do)
  - Criterion (to what level or degree)
  - Conditions (under what conditions or timeframe)

Mastery Criteria

- Should be Based on Goal/Objective (Example: Reading, Color ID)
- Generalization of Skills Across Materials, People, and Environments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Implement and Monitor

- Specific Data Should be Taken Based on IEP
  - Defined Behavior
  - Type of Scoring
  - Criteria for Mastery
- If Child is Not Making Progress
  - Modify Goals to Move Forward
- If Child Masters a Goal/Objective
  - Move to the Next Level or Goal

Exercise #1

Who, Operationally Defined Behavior, Criterion, Condition/Timeframe

She will show an interest in circle time.

(Lauren is 3 years old in Preschool)

Exercise #2

Who, Operationally Defined Behavior, Criterion, Condition/Timeframe

Brian will understand that reading goes left to right.

(Brian is 5 years old in Elementary School. He currently does not hold or manipulate a book.)

Exercise #3

Who, Operationally Defined Behavior, Criterion, Condition/Timeframe

Amy will learn to label colors.

(Amy is 16 years old and in High School, she can currently match by color and has been working on expressively identifying colors since she was 3 years old)

Exercise #4

Who, Operationally Defined Behavior, Criterion, Condition/Timeframe

Steven will stop running out of the classroom.

(Steven is 6 years old in a structured learning classroom)

For More Information
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