

# Goals And Objectives Menu

## Examples

UNDER WHAT CONDITIONS?	STUDENTS WILL DO WHAT?		LEVEL/DEGREE
<p><b>Location</b></p> <ul style="list-style-type: none"> <li>• During lunch</li> <li>• In a large group</li> <li>• In a small group</li> <li>• In a 1 : 1 setting</li> <li>• During free/play time</li> <li>• Across environments</li> <li>• During timed readings</li> <li>• In the community</li> </ul> <p><b>Givens</b></p> <ul style="list-style-type: none"> <li>• Given ___ paragraphs</li> <li>• Given pictures</li> <li>• Given unfamiliar material</li> <li>• Given words or letters</li> <li>• Given a topic</li> <li>• Given a story starter</li> <li>• Given CVC words</li> <li>• Given a calculator</li> <li>• Given a model</li> <li>• Given a writing prompt</li> </ul> <p><b>Misc.</b></p> <ul style="list-style-type: none"> <li>• With typical peers</li> <li>• With adults</li> <li>• With ___ software (do not use brand names)</li> <li>• With ___ grade vocabulary</li> <li>• With two hands</li> <li>• With L/R hand</li> <li>• With a (#) key hit sequence through use of ___ (AT)</li> <li>• Through use of ___ strategy/behavior</li> <li>• In (grade level) test/material</li> </ul>	<ul style="list-style-type: none"> <li>• Alphabetize</li> <li>• Answer</li> <li>• Arrange</li> <li>• Ask</li> <li>• Bring</li> <li>• Calculate</li> <li>• Choose</li> <li>• Compare/contrast</li> <li>• Compile</li> <li>• Complete</li> <li>• Compose</li> <li>• Contrast</li> <li>• Contribute</li> <li>• Correct count</li> <li>• Create</li> <li>• Decode</li> <li>• Define</li> <li>• Demonstrate</li> <li>• Describe</li> <li>• Determine</li> <li>• Differentiate</li> <li>• Discriminate</li> <li>• Does not __</li> <li>• Edit</li> <li>• Explain</li> <li>• Evaluate</li> <li>• Formulate</li> <li>• Generate</li> <li>• Give</li> <li>• Greet</li> </ul>	<ul style="list-style-type: none"> <li>• Identify</li> <li>• Include</li> <li>• Initiate</li> <li>• Imitate</li> <li>• Label</li> <li>• List</li> <li>• Maintain</li> <li>• Match</li> <li>• Name</li> <li>• Organize</li> <li>• Outline</li> <li>• Paraphrase</li> <li>• Point</li> <li>• Pronounce</li> <li>• Predict</li> <li>• Read</li> <li>• Recognize</li> <li>• Record</li> <li>• Retell</li> <li>• Say</li> <li>• Select</li> <li>• Self-correct</li> <li>• Sequence</li> <li>• Share</li> <li>• Solve</li> <li>• Speak</li> <li>• Spell</li> <li>• Summarize</li> <li>• Type</li> <li>• Volunteer</li> </ul>	<p><b>LEVEL</b></p> <ul style="list-style-type: none"> <li>• ___ x each day</li> <li>• ___ x in ___ minutes each day</li> <li>• ___ consecutive days</li> <li>• Fewer than ___ minutes each week</li> <li>• For ___ minutes</li> <li>• For ___ repetitions in ___ (amt of time)</li> <li>• ___% of the time</li> <li>• ___ out of ___ trials</li> <li>• With ___ errors</li> <li>• No more than random error (define)</li> <li>• ___ words per minute</li> <li>• ___ letters per minute</li> <li>• In less than ___ minute</li> <li>• ___ seconds or less</li> <li>• ___ complete work in ___ minutes</li> <li>• Within ___ minutes of a verbal prompt</li> </ul> <p><b>DEGREE (# of times the student must demonstrate skill/behavior for mastery)</b></p> <ul style="list-style-type: none"> <li>• ___ per week</li> <li>• On ___ out of ___ trials</li> <li>• In ___ out of ___ transitions</li> <li>• Per Quarter</li> <li>• In ___ out of ___ days</li> <li>• In ___ out of ___ weekly checks</li> <li>• Over ___ consecutive sessions</li> </ul> <p><b>NON-MEASURABLE: comprehend, enjoy, feel, increase (from what to what?), know, listen, learn, manipulate (how?), participate (how?), realize, understand</b></p>

**Possible topics and phrases to include on a Preschool IEP for specialized instruction:**

Specialized instruction in \_\_\_\_\_ to include \_\_\_\_\_

***Adaptive Behavior***

- Self feeding
- Caring for own belongings
- Toileting
- Dressing
- Independent play
- Following a schedule
- Following familiar routines
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

***Include (examples):***

- Modeling
- Guided practice
- Guided repetitions
- Visual cues
- Prompting hierarchy
- Chaining of behaviors (backwards/forwards)
- Hand over hand assistance
- Corrective feedback
- Task analysis with reinforcement of discrete steps
- Oral motor desensitization/ stimulation
- Reinforcement of successive approximations
- Tactile cues
- \_\_\_\_\_
- \_\_\_\_\_

***Pre-Academics***

- Sorting & Classifying by single or multiple attributes
- Rote Counting
- Auditory discrimination of letter sounds
- Basic sequencing
- Copying simple lines and shapes
- Imitating patterns
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

***Include (examples):***

- Visual supports and cues
- Corrective feedback
- Manipulatives
- Scaffolding of new material to build on previous learning
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

***Basic Communication***

- Expanding utterances
- Following multi-step directions
- Initiating Conversations
- Request assistance
- Communicate basic needs
- Vocabulary development (noun and verbs)
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

***Include (examples):***

- Modeling
- Instructions provided in simple sentence structure
- Visual sentence strips
- Repeated practice
- Verbal rehearsal & repetition
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

***Social/Emotional, Behavior Skills***

- Maintaining focus
- Turn Taking
- Smooth transitions
- Seeking attention
- Dealing with frustration
- Completing a work system
- Identifying emotions
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

***Include (examples):***

- Modeling
- Social stories
- Role playing
- Repeated practice, guided practice
- Proactive sensory breaks
- Corrective feedback with re-teaching
- Visual schedule/Visual supports
- Peer modeling & reinforcement
- Think aloud
- Structured turn taking
- Rule reminders
- Planned ignoring
- De-escalation strategies
- \_\_\_\_\_
- \_\_\_\_\_

**Use this as a guide for ideas. It is not intended to be a "Complete List" or "Must use these" list.**

**Possible topics and phrases to include on an IEP for specialized instruction:**

Specialized instruction in \_\_\_\_\_ to include \_\_\_\_\_

**Articulation & Language**

- Expressive language
- Receptive Language
- Social Skills
- Pragmatics
- Fluency
- Speech Sound Production
- Starting Conversations
- Multi-step directions
- Conversational exchange
- Seeking attention
- Vocabulary
- Basic Concepts
- Following directions
- Active listening skills
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

Include (examples):

- Modeling
- Checklist (picture or words)
- Social stories
- Role playing
- Visual Supports
- Corrective feedback
- Categorizing
- Asking questions
- Verbal drill
- Sequencing
- Multisensory approach
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

**Fine Motor and Sensory**

























- Fine Motor skills (i.e. scissors skills)
- Sensory processing
- Handwriting
- Coloring
- Visual motor activities
- Keyboarding
- Attending to task
- Social Skills
- Self-Care
  - Buttoning
  - Shoe tying
  - Zipping
  - Hair brushing
  - Brushing teeth
- Daily Living Skills
  - Baking
  - Laundry
  - Dish washing
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

**Include (examples):**



























- Sensory diet
- Modeling
- Adaption of environment
- Guided practice
- Visual models
- Hand strengthening
- Guided visual models
- Positioning
- Role playing
- Alert training
- \_\_\_\_\_
- \_\_\_\_\_

**Use this as a guide for ideas.  
It is not intended to be a  
"Complete List" or "Must use  
these" list.**

## Section 7 Clue Sheet

<b>Specially Designed Instruction (SDI): Type of Instruction</b> - What the instruction will be that a regular education teacher couldn't do on a regular basis? (prove your degree)	<b>Provider Title</b>	<b>Location</b>	<b>Time and Frequency</b>
<p> Clue: <b>Make it specific!</b></p> <ul style="list-style-type: none"> <li>• <b>Group Size/Delivery of Instruction:</b> individual, small group</li> <li>• <b>What Skill/Content?</b> Phonics, decoding words, oral reading, vocabulary, comprehension analysis of the structure of words, receptive language, social skills training in __, etc...</li> <li>• <b>What the SD Instruction/Methodology will be?</b> Direct/intensive instruction in __, pre-teach, breaking down the language/steps, guided practice, modeling, shaping, expansion, role play, corrective feedback, paired reading, repeated practice, frequent reinforcement/redirection/ corrective feedback, teach strategies in (making connections, determine importance, summarize), counseling/guidance on appropriate behaviors, etc..  <b>Note: "multisensory approach" must include an explanation</b></li> <li>• <b>Conditions?</b> Prior to the presentation of material in the classroom, using __ grade level</li> </ul> <p> Clue: <b>Do not use vague terms in isolation</b> such as "special reading program", "math instruction/intervention services", "small group", "social skills", "multi-sensory approach", "speech/Language services", "support in classroom".... <b>Provide more detailed description</b></p> <p> Clue: Services delivered by an <b>aide or Consultative services</b> (adult to adult) do not belong here, but in <b>Support for School Personnel</b>.</p> <p> Clue: <b>Every IEP MUST have some type of Specially Designed Instruction.</b></p> <p> Clue: If a <b>related service provider</b> (i.e. OT, PT) is the <b>only one delivering specially designed instruction</b> – it belongs in the top <b>specially designed instruction box, not related service.</b></p>	<p> Clue: Should only be <b>one provider unless you are co-teaching.</b></p> <p> Clue: If you need more than one provider chances are the specially designed instruction or frequency is different – so <b>create a new set of boxes for each provider.</b></p>	<p> Clue: <b>If more than one location, create a new set of boxes</b> for each location (i.e. classroom and pull out resource room).</p> <p> Clue: <b>Never use vague terms</b> such as "and/or", "as needed", "across all school settings".</p>	<p> Clue: Put time in <b>minutes or hours</b></p> <p> Clue: Frequency can be <b>daily, weekly, monthly, quarterly...</b></p> <p> Clue: It should not be the "entire bell" – but <b>just the time the student is receiving specially designed instruction.</b></p> <p> Clue: <b>Time and frequency could be contingent on "trigger events"</b> (for increase/decrease of services), but should be well explained (i.e. "when the student exhibits 2+ instances of aggressive physical contact with peers or adults direct IS support will be implemented for <u>time and frequency</u>), when student has calmed and returned to schedule without aggressive behavior direct IS support will be provided for <u>time and frequency</u>".)</p>
<b>Related Services</b>	<b>Provider Title</b>	<b>Location</b>	<b>Time and Frequency</b>
<p> Clue: <b>Be specific about the service delivered, and avoid vague terms</b> like Specially Designed Instruction (SDI) above.</p> <p> Clue: <b>Code a service in only ONE area.</b> If Speech and Language is the Primary Handicapping Condition – only code it in the top box "specially designed instruction" and not both related services and SDI.</p>	<p> Clue: See SDI above</p>	<p> Clue: See SDI above</p>	<p> Clue: See SDI above</p>
<b>Assistive Technology (AT)</b>	<b>Provider Title</b>	<b>Location</b>	<b>Time and Frequency</b>
<p> Clue: <b>Be specific about the AT service</b> (i.e. providing the AT, maintain, customize, and train). Examples:</p> <ul style="list-style-type: none"> <li>• Initiate an AT collaborative team assessment which would: 1. identify appropriate AT for __ in the area of __, 2. involve ongoing trials, 3. reviewing data every __ months with the team, 4. making adjustments as the data indicates</li> <li>• Science and Social Studies Text and reading material scanned and converted into text to speech software</li> </ul> <p> Clue: <b>Specify the AT device</b> (any tangible item) that is needed by a student to access the curriculum or school related activities. <b>Do not name the technology</b> but instead describe the features the child needs. Example:</p> <ul style="list-style-type: none"> <li>• Voice output communication device, with 40 cells, the ability to hide/reveal cells, color</li> </ul>	<p> Clue: Explain:</p> <ul style="list-style-type: none"> <li>• who will <b>prepare the material,</b></li> <li>• who will <b>train whom on what</b> (i.e. programming, scanning) , etc.</li> <li>• who will <b>maintain</b> device (i.e. charging, repairing)</li> </ul> <p> Clue: if not an SDI</p>	<p> Clue: <b>Access to the communication device during:</b></p> <ul style="list-style-type: none"> <li>• English Language Arts</li> <li>• All academic classes</li> <li>• Non-instructional times such as lunch/recess,</li> </ul>	<p> Clue: Time and Frequency examples:</p> <ul style="list-style-type: none"> <li>• Any writing assignment/activity which involves writing more than a sentence</li> <li>• For independent reading assignments, over __ paragraphs that are given to all students</li> <li>• For any novel that is assigned</li> <li>• For the duration of all academic classes</li> <li>• At least 2 – one hour training sessions on the programming and use of __ within the first month of school</li> </ul>

## Section 7 Clue Sheet

<p>icons with the ability for color background, dynamic organization of core vocabulary...</p> <p> Clue: <b>If you marked AT as a special factor – there should be something in this section</b></p> <p> Clue: AT should be <b>considered for every student on an IEP</b>, this is especially important if a student is unable to perform a major academic function (i.e. communicate, write, read, etc...)</p>	<p>provider or if they are providing support for the teacher it would appear in support for school personnel</p>	<ul style="list-style-type: none"> <li>• Home for continued practice on goals ....</li> </ul>	<ul style="list-style-type: none"> <li>• Trigger events- given a new task/activity that has not yet been completed using (AT device) student will require Direct instruction in that task (time/frequency i.e. quarterly)</li> </ul>
Accommodations	Provider Title	Location	Time and Frequency
<p> Clue: Be <b>specific about the accommodations</b> that are needed (when, under what conditions, for how long, etc...)(i.e. scribe when over a paragraph, extended time when writing over 1 page not to exceed double the allotted time)</p> <p> Clue: Be sure to <b>define extended time</b></p> <p> Clue: be specific enough so if the child <b>moved you would know what they need</b></p> <p> Clue: these accommodations <b>must match what is in section 12</b> and there must be a justification</p> <p> Clue: these accommodations must be for <b>ALL assessments and not just the OAA and OGT</b></p>	<p> Clue: State <b>who provides what and where</b></p>		<p> Clue: <b>do not use vague terms</b> (“as needed”, “may”, “should”)</p> <p> Clue: <b>Goal, Time and Frequency is optional</b></p>
Modifications	Provider Title	Location	Time and Frequency
<p> Clue: Delineate needed modifications- <b>what kind/type; how/extent; and when who will make the modifications.</b></p> <p> Clue: It must specify <b>how much reduction for tests and assignments</b></p> <p> Clue: be specific enough so if the child <b>moved you would know what they need</b></p>	<p> Clue: Who makes the modifications?</p>	<p> Clue: Where does this occur?</p>	<p> Clue: <b>do not use vague terms</b> (“as needed”, “may”, “should”)</p> <p> Clue: <b>Goal, Time and Frequency is optional</b></p>
Support for School Personnel	Provider Title	Location	Time and Frequency
<p> Clue: Support for School Personnel must be <b>clearly delineated</b> as to what the service will be, why, who will be giving it, etc...</p> <p> Clue: <b>This is adult to adult support such as</b> Crisis Prevention Training, behavior management training, training on how to use AT device, etc.</p> <p> Clue: <b>Consultative services should not stand alone</b>, there must be some SDI that is delivered to the student from an IS or related service provider – otherwise it would be questionable why the student is on an IEP.</p> <p> Clue: Services <b>delivered by an Aide</b> belong in Support for School Personnel not SDI or related services</p>		<p> Clue: <b>Goal, Time, Location and Frequency is optional</b></p>	<p> Clue: <b>Goal, Time, Location and Frequency is optional</b></p>
Services to Support for Medical Needs	Provider Title	Location	Time and Frequency
<p> Clue: Be as <b>specific as possible.</b></p>		<p> Clue: Location optional</p>	<p> Clue: <b>Goal, Time and Location is optional</b></p>

## Present Levels of Performance Checklist

---

Type of information to include:

YES

- 
1. Includes current evaluation data (formative, quarterly, short cycle, progress reports, Statewide Assessments, teacher reports and checklists, current progress data, parent information and ETR info as appropriate, etc (i.e. specific data about the skill)
- Measurable baseline data should link directly to each goal
  - Data should be less than one year old and time referenced

- 
2. Identifies where the child is now so a clear picture is given as to what has to be learned next and what supports and services are needed to get there (summary of current daily academic/behavioral/functional performance)

- 
3. Describes strategies, accommodations, and/or interventions that have been successful in assisting the child in making progress in the general curriculum

- 
4. Reflects the priorities and concerns of the child and his/her parents for the child's education (specific to the goal)

- 
5. Compares student to same age/same grade/typical peers.
- Describes what the student can and cannot do
  - Describes how the student is performing in relation to grade level Standards

- 
6. Statement regarding how the disability affects the child's involvement and progress in the general curriculum *(if this is not stated in each PLOP, it should be stated in Section 3-Profile or Section 11-LRE)*

## Measurable Goals Checklist

Type of information to include:	YES
<b>1. Goals are based upon the present levels of performance (PLOP)</b>	<input type="checkbox"/>
<b>2. Each goal and objective contains 6 components</b>	
<ul style="list-style-type: none"> <li>• <b>Who</b> <span style="float: right;"><input type="checkbox"/></span></li> <li>• <b>Will do what</b> clearly defined observable behavior/skill; single verb of highest complexity (not an Aimsweb or DIBELS score, grade score, Level B; not the grade level content standards-it is the skill to get there) <span style="float: right;"><input type="checkbox"/></span></li> <li>• <b>Under what condition</b> (situation, setting, required material/given—ie: during circle time, given a ___ grade level passage, given \$1 and \$5 dollar bills, when playing with a peer, when cued to respond, given a fishbone graphic organizer, during role play, with a 7<sup>th</sup> grade writing prompt, given 3 minutes to plan and 5 minutes to write) <span style="float: right;"><input type="checkbox"/></span></li> <li>• <b>To what level</b> (criteria to master the goal— ie: 80% mastery, less than 3 errors per 100 words, 90% accuracy, 100 correct words per minute, with fewer than 2 errors, ___ cumulative counts, ___ out of ___ occasions, with no more than 2 teacher redirections) <span style="float: right;"><input type="checkbox"/></span></li> <li>• <b>To what degree</b> (how many times does the student have to do it for you to consider it mastered?—ie: 3 out of 4 trials, on 5 written assignments within 10 weeks, 4 times during a class period, 3/5 opportunities, on 3 consecutive days) <span style="float: right;"><input type="checkbox"/></span></li> <li>• <b>In what length of time</b> (by the end of the IEP) <span style="float: right;"><input type="checkbox"/></span></li> <li>• <b>How will progress be measured</b> (observation, short cycle assessment, work sample, checklist, anecdotal records, read alouds, using a one-minute probe, running records, work samples, rubrics--be sure to include criteria for rubrics) <span style="float: right;"><input type="checkbox"/></span></li> </ul>	
<b>3. At least one goal for each area of need (behavior if checked as a special factor, or adaptive if student is CD)...If a need is not going to be addressed in a goal, explain why--All needs must be addressed by a goal, accommodation, modification, or explanation</b>	<input type="checkbox"/>
<b>4. Did you avoid vague terms such as “grade level reading work”, “ask for help when needed”, increase/reduce without baseline”, etc.</b>	<input type="checkbox"/>

## Specially Designed Instruction Checklist

Type of information to include:	YES
<b>1. Clearly define what specially designed service/instruction is needed including:</b> <ul style="list-style-type: none"> <li>○ Group size (small group, individual) <span style="float: right;"><input type="checkbox"/></span></li> <li>○ Skill/Content (i.e. phonics, decoding words, articulation...) <span style="float: right;"><input type="checkbox"/></span></li> <li>○ SDI/Methodology (breaking down steps, frequent redirection, modeling, reinforcement, corrective feedback, teaching strategies in ____ ) <span style="float: right;"><input type="checkbox"/></span></li> <li>○ Conditions/Delivery of Instruction (given/with ____ using grade level material) <span style="float: right;"><input type="checkbox"/></span></li> </ul>	
<b>2. Avoid vague terms such as "as needed", "may", "math"...</b>	<input type="checkbox"/>
<b>3. Specify:</b> <ul style="list-style-type: none"> <li>○ Who (title) <span style="float: right;"><input type="checkbox"/></span></li> <li>○ When (begin &amp; end, if left blank it is presumed to be same dates as IEP) <span style="float: right;"><input type="checkbox"/></span></li> <li>○ Amount of Time (in minutes or hours)(Only the time the student is getting SDI) <span style="float: right;"><input type="checkbox"/></span></li> <li>○ Frequency (a day, week, month, quarter...) <span style="float: right;"><input type="checkbox"/></span></li> <li>○ Location (where, exact location. If 2 separate them into two boxes) <span style="float: right;"><input type="checkbox"/></span></li> <li>○ Which Goals the instruction is tied to <span style="float: right;"><input type="checkbox"/></span></li> </ul>	
<b>4. Include a new set of boxes for each change in type of service, provider, location, time, beginning/ending or frequency</b>	<input type="checkbox"/>
<b>5. Include Assistive Technology Supports that are needed (naming features vs. title)</b>	<input type="checkbox"/>
<b>6. Specifically identify what Accommodations are needed – defining when, under what conditions and for how long, etc...not Ipad, but word processing device)</b>	<input type="checkbox"/>
<b>7. Specifically identify what Modifications are needed – defining what kind/type, how/to what extent, when, where and who will make the modifications</b>	<input type="checkbox"/>
<b>8. Include Aide or Consultative services only under Support for School Personnel</b>	<input type="checkbox"/>
<b>9. Has every need been addressed by a service, or goal &amp; service (if instruction is needed)?</b>	<input type="checkbox"/>