Standard-Based IEPs Goal Development Online Training

Depending upon the child’s needs, some goals may target areas of the general education curriculum. Four questions appear on the slide as tools to help IEP Teams/ARD Committees break down the task of writing goals.

For example, what does the child need to learn or do academically? The answer to this question might indicate what goals would be appropriate for that child. Examples could include learning to identify a range of sight words or learn basic number facts. Other goals may target learning that comes from a special education or individualized curriculum, such as reading Braille.

Another area for goals might be what the child needs to learn or be able to do functionally. These type of goals focus on functional needs that impact participation in the educational environment, such as communicate with an augmentative communication device or address social or emotional needs, such as impulse control. Although functional goals are equally as important for a child with a disability, today we are going to focus on writing academic goals on enrolled grade level.

All students who receive special education services must have a statement detailing their present levels of academic achievement and functional performance (PLAAFP). This PLAAFP is the basis of the rest of the student’s IEP, including the annual goals.

Because it defines where the student currently is, both academically and functionally, it is cornerstone for development for the rest of the IEP.

In summary, all students who receive special education services must have IEPs that include measurable annual academic goals, which are based on the student’s enrolled grade level standards. These goals need to describe

* what the student can accomplish in a 12-month period
* must be skills or knowledge that will be mastered, not a one-time activity.
* These skills/knowledge must be measured at periodic intervals.
* Finally, these standards-based measurable annual goals must include the four required elements: timeframe, conditions, behavior, and criterion.

Legal Framework for the Child Centered Special Education Process

http://framework.esc18.net/display/Webforms/LandingPage.aspx