

April 21, 2015

Words not to use in an IEP, report, or a goal:

“Motivation”

“Effort”

“Refuse”

“Of the time”

“Lacks work ethic”

“will be seen” (services are either direct service or indirect support)

Strategies / methods

Who provides the service

Good words to use:

In a structured setting

of trials

when shown

will imitate

GOAL: READ fluently

When presented a 3rd grade text passage, student will READ at a rate of 90 words a minute using proper intonation, expression, and phrasing.

Possible Needs:

- Memorize sight words
- Use phonemic awareness
- Use blending skills
- Stop at end marks or other punctuation
- Inflect voice with expression
- Chunk phrases together

GOAL: ANSWER comprehension questions within text *(key ideas and details)*

When given a 4th grade reading passage, student will READ the passage and ANSWER detail-comprehension questions within the text with 80% accuracy.

Possible Needs:

- Summarize the content
- Use vocabulary skills
- Focus on important words
- Highlight important points
- Take notes
- Use prefixes, suffixes, and root words to determine meanings
- Ask questions
- Retell the story in sequence
- Identify (characters, elements of plot / events, setting)
- Describe (characters, elements of plot / events, setting)
- Make / confirm predictions
- Paraphrase main events or important facts and details
- Quote accurately to explain answers

GOAL: ANSWER comprehension questions about the text
(text structure and elements)

When given a 4th grade reading passage, student will READ the passage and ANSWER inferencing-comprehension questions about the text with 80% accuracy.

Possible Needs:

Summarize the content

Use visual imagery

Make predictions

Use context clues

Recognize the author's purpose

Identify who is telling the story

Acknowledge differences in points of view

Identify point of view

Describe text structure – how beginning introduces and ending concludes action

Explain differences in structure

Compare

Contrast

GOAL: ANSWER comprehension questions beyond the text
(connection of ideas)

When given a 4th grade reading passage, student will READ the passage and ANSWER beyond-the-text comprehension questions about the text with 80% accuracy.

Possible Needs:

Use context clues

Recognize the author's purpose

Identify the author's feelings

Synthesize

Analyze

Compare (adventures / experiences / versions of stories / themes / plots)

Contrast (adventures / experiences / versions of stories / themes / plots)

Combine information

Explain how an author ...

GOAL: WRITE a sentence

When given a writing prompt, student will WRITE an accurate six word sentence in an average of 80% of trials.

Possible Needs:

- Capitalize
- Punctuate
- Use subject - verb agreement
- Write a complete (not fragment or run on) sentence
- Include one subject and one verb

GOAL: WRITE a paragraph

When given a writing prompt and directions to write a 5 sentence paragraph, student will WRITE 4 sentences correctly using:

Possible Needs:

- Use sentence structure
- Use punctuation
- Stay on topic
- Spells words correctly
- Indent at the beginning of a paragraph

GOAL: SELF ADVOCATE

ASK for help at least 1 time daily during homework time of the math class.

Possible Needs:

- Realize when help is needed
- State ways to ask for help

GOAL: TRANSITION from one activity to another

When prompted with a visual schedule, student will STOP doing one preferred activity and PARTICIPATE and ENGAGE into the next activity in 3 of 5 of trials. (# of successful transitions)

Possible Needs:

- Walk to next activity
- Use a visual schedule
- Respond to the directive
- Clean up activity

GOAL: OBTAIN attention positively

During an average of 8 out of 10 transition times, student will politely ASK for attention from an adult or another student.

Possible Needs:

- Imitate asking for help
- Recognize the desire for attention
- Use a card to communicate
- Self-stim through a sensory fidget

This goal could be measured through a rubric.

GOAL: KEEP body in one's own personal space

When conversing with someone, student will MAINTAIN personal space by keeping his body an arm's length away from the other person consistently and independently.

Possible Needs:

- Acknowledge personal boundaries
- Recognize space within an arm's length

This goal would be measured through a rubric.

GOAL: SOLVE 2 step equations

When given 2 step equations, student will SOLVE an average of X% problems correctly.

Possible Needs:

- Compute
- Use inverse operations
- Apply math skills to situations
- Compute using fractions, integers, decimals
- Set up equations properly

GOAL: IDENTIFY colors

When asked to point to a specific primary color item, student will IDENTIFY the correct color in 3 consecutive recorded trials of each color.

Possible Needs:

Sort

Point

Visually Discriminate

Match

This can also be measured through a rubric.

OUTCOME: COMPLETE homework

Possible Goals:

FINISH the homework accurately and completely
HAND IN homework
MEET deadlines
VERBALIZE what the homework is
INITIATE a task
STAY on task
MANAGE time
USE on-line resources
ASK for help
MAKE connections to real life value
USE coping strategies
VERBALIZES what the first task is

OUTCOME: FOLLOW directions

Possible Goals:

UNDERSTAND what the directive is
REPEAT the directions
IMITATE a skill
INITIATE a skill
AGREE to do the activity

OUTCOME: BE ORGANIZED

Possible Goals:

LOCATE the actual homework
TURN IN homework to teacher
CREATE an organizational system
EXPLAIN an organizational system
USE a system
BRING materials
FOLLOW a checklist