



IEP Goal Template

Setting (Where)

In (what setting) _____

Across all settings, in resource class, in the cafeteria, in the gen ed classroom, etc.

Time Frame (When)

By (what date) _____

Next annual ARD; end of semester, etc.

Supports (How)

With (what supports) _____

Only name the REQUIRED supports (teacher can choose to use more). IEP Goal should mention the ones your student definitely needs. Ex: visual supports, prompting, independently, etc.

Specific & Relevant Action (What)

Student will (what) _____

This is a POSITIVE statement of a measurable action that all can agree on. This portion can be VERY DIFFICULT to write clearly, so they are best prepared before the meeting and incorporate staff language when they need it. Watch out for—"student will not get out of seat" instead use: "student will remain in seat for at least 10 min." Also watch out for emotional or cognition: understand, be familiar with, enjoy, know, etc.

Achievement Measure (What)

As measured by (what) _____

Also very tricky. Understand percentage (70% of the time) versus trial (3 out of 5 trials) measures. Should include duration, frequency, etc. Ask implementer specifically what this looks like. This is what should be reported in progress report. This is where you stipulate what data and how the data should be collected.

Who Implements

By (whom) _____

All staff, special ed teacher, general ed teacher, SLP, OT, aide? If more than one staff is implementing, be sure to note who will be collecting other staffers data

Putting it all together: *Student will (do what) (to what extent) - (over what period of time) or (by when) as evaluated through _____ on the following schedule: _____.*

Before: ~~Sally will not blurt out in class.~~

After: By the Nov 2, 2019, In the **co-teach classroom**, with **no more than 2 verbal prompts**, Sally **will raise her hand to answer a question or request help or permission to move to another area 70% of the time.** Gen ed & co-teacher implement.