

Writing S.M.A.R.T.E.R IEP Goals



GETTING STARTED

IEP goals can be categorized by these main categories:

- Academics
- Functional Academics
- Independent Living
- Motor Skills
- Recreation and Leisure
- Self-Management and Daily Living
- Social Emotional
- Speech and language
- Study Skills
- Vocational/Career Education
- Behavioral

CHOSING A TARGET BEHAVIOR/SKILL

Behaviors that are socially significant

- Relevant
- Increase independence and access to community
- Age appropriate
- Always address safety concerns first!



CHOOSING A REPLACEMENT BEHAVIOR IF NECESSARY

If a child engages in inappropriate behaviors, it is important to choose a replacement behavior that you want the child to do instead of the inappropriate behavior. A replacement behavior is the behavior that is more appropriate than the behavior the student is currently exhibiting but serves the same function for the student.

GOALS SHOULD BE: SMARTER

In order to be able to take data and track goals efficiently, they should include these 7 things!

1. Specific
2. Measurable
3. Attainable
4. Research based
5. Teachable
6. Evaluated
7. Relevant

S

SPECIFIC

It should answer the questions of

1. Who is involved
2. What do I want to accomplish?
3. Where will I accomplish it?
4. When will I accomplish it?
5. Which requirements and constraints will be in place?
6. Why should I accomplish it?

MEASURABLE

M

- Think about the type of data collection you are going to use. How are you going to use that to collect data on the goal?
 - Duration may look like this (Brief): Sally complete an independent task for 3 minutes from a baseline of starting the task and asking a teacher to sit with her to a mastery of sitting in her seat and engaging in the task for 3 minutes using a picture prompt.
 - Latency may look like this (Brief): Sally will transition from one task to another within 20 seconds of being directed to with only 1 redirect from a baseline of 3 minutes with 10 prompts.
 - Frequency may look like this (Brief): Using a visual schedule, Sally will transition to the next class independently 4 times a day with only 1 verbal prompt from a baseline of 1 time a day with partial physical assistance and 10 verbal prompts.

Use action words such as: The student will...

Answer	Express	Summarize	Ambulate
Apply	Grasp	Phonate	Ascend
Categorize	Label	Touch	Descend
Choose	Match	Self-Correct	Self-Initiate
Imitate	Predict	Generalize	Dictate
Identify	Produce	Alternate	Restate
Fasten	Recite	Select	Differentiate

ATTAINABLE

A

- Does the student have the ability to reach this goal?
- Have they accomplished a goal that is similar in the past?
- How much time do you have to work on this goal?
- In addition, create benchmarks that work the student up to the goal by changing only one aspect.
 - Number correct
 - Intrusiveness of Prompt
 - Number or Prompts
 - Behavior expected

RESEARCH BASED

R

- Choose Peer-reviewed practices to provide high quality services.
- We want to be purposeful in the services and education we provide to children. Make sure the strategies you are using have had a history of working in the past!
- Use Google Scholar to search for them!
- Odom Manual
- Project Access [Workshops](#) and [fact sheets](#)

TEACHABLE

T

- Make note of the visuals, types of programs, strategies, and prompts you are using!
- Do not use the name of programs, instead, list they type of program that it is.
 - Example: “Wilson’s Reading Program” instead, say “using a structured phonological coding system.
- Also, make note of the specific items you are using, or include an an attachment of the list you are using.
- This will help out the next teacher or para who is tracking this goal!

EVALUATED AND COMMUNICATED

E

Decide how you want to track progress and be sure to update parents at least quarterly.

- Progress notes
- Take home folders
- Daily journals
- Students tracking progress

R

RELEVANT

- Aligned to standards
- Useful in life after school
- Helps student become more independent needing less support and able thrive with less services.

EXAMPLE

In order to develop independence in her job skills, when Sam is given a line indicating a needed signature, Sam will sign her signature including all letters, independently (no model) on 3/4 opportunities to do so from a baseline of writing "SS" to a mastery of writing "Sam Smith".

Objectives:

1. Sam will sign her signature, including all letters, with a model on 2 consecutive sessions.
2. Sam will sign her first name, including all letters, with no model on 2 consecutive sessions.
3. Sam will sign her full name, including all letters, with no model and only 1 verbal correction, on 2 consecutive sessions.

Relevance?	In order to develop independence in her job skills,
S: When?	when Sam is given a line indicating a needed signature,
S: Who?	Sam
S/M: What?	will sign her signature including all letters,
T: How?	independently (no model)
Measurement?	on 3/4 opportunities to do so
A: Baseline?	from a baseline of writing "SS"
S/A: Mastery?	to a mastery of writing "Sam Smith".



GET
CONNECTED!



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S.M.A.R.T.E.R Goals

Specific	Answers the questions of who is involved, what do I want to accomplish (operationally defined behavior), where, when, requirements and constraints, and why?
Measurable	Avoid words such as “student will decrease, improved, demonstrate” and use action words such as “answer, apply, categorize, choose, imitate, express, label, match, etc). Also, use practical monitoring systems so you can keep up with it!
Attainable & Accountable	Make sure the student is able to do achieve the goal in the amount of time that is allotted for progress.
Research & Evidence Based	Use evidence based strategies to achieve the goal. This sets the student up for opportunities to succeed because we know there is research backing your strategies.
Teachable	Document the strategies, prompts, or cues that are used (independent, with model, hand over hand, verbal prompt, etc.)
Evaluated and Communicated	Make sure you have some sort of way to keep parents and other team members updated on the progress!
Relevant to general/alternative curriculum	Goals should be relevant to the MO state standards or MAP-A standards depending on the child’s needs.

Relevance?	
S: When?	
S: Who?	
S/M: What?	
T: How?	
Measurement?	
A: Baseline?	
S/A: Mastery?	