

Sample Goals and Benchmarks or Objectives

Related to Active Learning

# Parts of an IEP Goal

Who?. . . will achieve?

What?. . . skill or behavior?

How?. . . in what manner or at what level?

Where?. . . in what setting or under what conditions?

When?. . . by what time? an ending date?

(Anderson, Chitwood, & Hayden, 1997)

# Sample IEP Goals

## Physical Therapy

|  |  |
| --- | --- |
| **Element** | **Example** |
| Who? | the student |
| What? Skill/behavior | will reach and grasp a variety of preferred objects without being prompted and using a palmar grasp |
| How? Manner/Level | at least 10 times during a 15 minute observation period through weekly observations conducted by staff |
| Where? Setting/Conditions | when placed in specific learning environments (i.e. Little Room, near a Position Board, on a Resonance Board) during independent play and during adult-child interactions using the techniques of offering and imitation |
| When? | by the end of the school year |

## Math

|  |  |
| --- | --- |
| **Element** | **Example** |
| Who? | the student |
| What? Skill/Behavior | will tactually explore and experiment using hands, feet, and mouth |
| How? Manner/Level | continuously for 5 minutes during a 10 minute weekly observation period conducted by staff |
| Where? Setting/Conditions | when given a variety of objects and materials representing sets of 1 and more than 1 in various environments using specialized equipment (Little Room, HOPSA, Position Board, Support Bench) |
| When? | by the end of the school year |

## Literacy

|  |  |
| --- | --- |
| **Element** | **Example** |
| Who? | the student |
| What? Skill/behavior | will explore objects using vision and touch in combination |
| How? Manner/Level | at least 5 times during a 10 minute weekly observation period conducted by staff |
| Where? Setting/Conditions | when presented with Pegboard books and experience boxes developed around the student's real-life experiences during independent play and adult-child interactions using offering and imitation |
| When? | by the end of the school year |

# Benchmarks or Objectives

Benchmarks or objectives show the small steps that the students will achieve to move towards accomplishing the goal by the end of the school year. These are very important in documenting progress during regular reporting periods so that adjustments can be made if programming is not working.

## Goal: Physical Therapy

By the end of the school year the student will reach and grasp a variety of preferred objects without being prompted using a palmar when placed in specific learning environments (i.e. Little Room, near a Position Board, on a Resonance Board) during independent play and during adult-child interactions using the techniques of offering and imitation at least 10 times during a 15 minute observation period through weekly observations conducted by staff.

## Objectives:

1. By October, during independent play in the Little Room or with a Position Board containing graspable objects, the student will reach and use a palmer grasp to attain objects at least 5 times during a weekly 15 minute observation.
2. By November, during adult-child interactions on a Resonance Board using the techniques of offering and imitation, the child will independently reach and grasp various preferred graspable objects at least 5 times during a 15 minute weekly observation period.
3. By December, during a weekly group activity, when offered graspable objects held or positioned so that it just touches the child’s body or within reach of a child’s independent movement, the student will reach and grasp the items at least 5 times during a 15 minute observation period.
4. By March, during independent play in the Little Room and with a Position Board utilizing graspable objects, the student will reach and use a palmer grasp to attain objects at least 10 times during a weekly 15 minute observation.
5. By April, during adult-child interactions on a Resonance Board using the techniques of offering, imitation, and interaction, the child will independently reach and grasp various preferred graspable objects at least 10 times during a 15 minute weekly observation period.
6. By May, during a weekly group activity, when offered graspable objects held or positioned so that it just touches the child’s body or within reach of a child’s independent movement, the student will reach and grasp the items at least 10 times during a 15 minute observation period.