

WRITING MEASURABLE GOALS AND OBJECTIVES

LEARNER PERFORMANCE		QUALITY	CRITERIA	CONDITIONS
• Alphabetize • Answer • Arrange • Ask • Bring • Chart • Choose • Compare • Compile • Complete • Compose • Contrast • Contribute • Correct count • Create • Decode • Define • Demonstrate • Describe • Determine • Differentiate • Discriminate • Does not ____ • Edit • Explain • Follow • Generate • Give • Greet	• Identify • Include • Initiate • Imitate • Label • List • Maintain • Make • Match • Name • Organize • Outline • Paraphrase • Point • Pronounce • Provide • Read • Record • Retell • Say • Select • Self correct • Share • Solve • Speak • Spell • Summarize • Type • Volunteer	• Independently • With prompting – Verbal – Visual – Physical – Gestural – Limited • In the correct order • With correct capitalization • With correct punctuation of periods, questions marks, commas... • With a main idea and (#) of supporting details • Legibly • Without assistance • With minimal assistance • Instantly and correctly • On the first attempt • At a level judged satisfactory by teacher • With no more than one redirection • With a score of ____ from the ____ grade writing rubric	Frequency • ____ x each day • ____ x in ____ minutes each day • ____ consecutive days • Fewer than ____ minutes each week • Whenever it appears Duration • For ____ minutes • For ____ repetitions in ____ (amount of time) Accuracy • ____% of the time • ____ out of ____ trials • No more than ____ errors • With ____ errors • No more than random error (define) Latency/Speed • ____ words per minute • ____ letters per minute • In less than ____ minute • ____ seconds or less • ____ Complete work in ____ minutes • Within ____ minutes of a verbal prompt Intensity With ____ pounds of pressure/force	Location • During lunch • In a large group • In a small group • In a 1:1 setting • During free/play time • Across environments • During time readings • In a sharing routine • In the community Givens • Given ____ paragraphs • Given pictures • Given unfamiliar material • Given words or letters • Given a topic • Given a story starter • Given CVC words • Given a calculator • Given a model • Given a writing prompt Misc • With typical peers • With adults • With ____ software (do not use brand names) • With ____ grade vocabulary • With two hands • With L/R hand • With a (#) key hit sequence through use of ____ (AT) • Through use of ____ strategy/behavior • In (type of) writing • In (grade level) test/material
NON-MEASURABLE: comprehend, Enjoy, feel, increase (from what to what?), know listen, learn, manipulate (how?), participate (how?), realize, understand				

Writing Measurable Iep Goals And Objectives

J Rink



Writing Measurable Iep Goals And Objectives:

Writing Measurable IEP Goals and Objectives Barbara D. Bateman, Cynthia M. Herr, 2011-02-17 Guides you through quick and effective writing of accurate and measurable IEP goals and objectives For all staff involved in the IEP process Many special educators view IEPs as burdensome but IEPs are necessary required by law and when done properly can be extremely helpful in guiding the student's educational journey Includes updates for IDEA 2004 eBook is delivered via a download link sent to your email address Please allow up to 24 hours processing time Monday through Friday

Attainment's Writing Measurable IEP Goals & Objectives Barbara D. Bateman, Cynthia M. Herr, 2019 **Writing Measurable Functional and Transition IEP Goals**, 2012-01-01 Setting and following goals in many different skill areas Transition goals are part of the IEP for every student with multiple and/or significant disabilities and those with mild to moderate developmental disabilities These goals include social skills communication transportation leisure recreation self care and housekeeping Writing Measurable Functional and Transition IEP Goals simplifies the process of developing these highly complex functional and transition IEP goals **From Gobbledygook to Clearly Written Annual IEP Goals** Barbara D. Bateman, 2011-02-17 Writing IEP goals is easier once the steps are revealed by Dr Barbara Bateman in her latest book Writing clear measurable annual IEP goals is a difficult skill to master The good news is that goal writing is easy once the steps are revealed *The Effective Special Education Teacher* Laurie U. deBettencourt, Lori A. Howard, 2015-07-24 This comprehensive pedagogically rich guide aims to help teachers entering the rewarding field of special education become highly successful and competent The authors thirty plus years of experience interacting with teachers and learning their needs endows them with a deep understanding of important issues teachers encounter as well as their concerns about employing the best teaching methods The book's well structured easy to follow sections are devoted to developing collaborative relationships preparing individualized educational programs writing lesson plans selecting instructional and behavioral techniques and understanding the teacher evaluation methods in current use today Guidance is also provided for self reflection and formulating future goals Each chapter contains numerous vignettes rubrics templates strategies and stimulating activities **IEP Goal Writing for Speech-Language Pathologists** Lydia Kopel, Elissa Kilduff, 2020-06-15 IEP Goal Writing for Speech Language Pathologists Utilizing State Standards Second Edition familiarizes the speech language pathologist SLP with specific Early Learning Standards ELS and Common Core State Standards CCSS as well as the speech language skills necessary for students to be successful with the school curriculum It also describes how to write defensible Individualized Education Plan IEP goals that are related to the ELS and CCSS SLPs work through a set of steps to determine a student's speech language needs First an SLP needs to determine what speech language skills are necessary for mastery of specific standards Then the SLP determines what prerequisite skills are involved for each targeted speech language skill Finally there is a determination of which Steps to Mastery need to be followed It is through this process that an SLP and

team of professionals can appropriately develop interventions and an effective IEP The text takes an in depth look at the following speech language areas vocabulary questions narrative skills summarize compare and contrast main idea and details critical thinking pragmatics syntax and morphology and articulation and phonological processes These areas were selected because they are the most commonly addressed skills of intervention for students aged 3 to 21 with all levels of functioning For each listed area the text analyzes the prerequisite skills and the corresponding Steps to Mastery It provides a unique step by step process for transforming the Steps to Mastery into defensible IEP goals The key is to remember that the goal must be understandable doable measurable and achievable This text provides clear guidelines of quantifiable building blocks to achieve specific goals defined by the student s IEP School based SLPs are instrumental in helping students develop speech and language skills essential for mastery of the curriculum and standards All SLPs working with school aged children in public schools private practice or outpatient clinics will benefit from the information in this text New to the Second Edition Ten Speech and Language Checklists for determining speech and language needs of an individual 3 21 years of age as well as measuring progress Material on measuring progress including five performance updates Goal writing case studies for four students of different ages and skill levels A thoroughly updated chapter on writing goals with up to date examples Revised Prerequisite Skills and Steps to Mastery to reflect the current state of research Expanded focus on evidence based practice Disclaimer Please note that ancillary content such as documents audio and video etc may not be included as published in the original print version of this book

800+ Measurable IEP Goals and Objectives Chris De Feyter,2012-05-12 800 Measurable IEP Goals and Objectives for use in K 12 and in Home School Settings consists of a collection of more than 800 SMART Goals that can be used in Home Schooling settings General Education settings or Special Education settings to address learning needs in the following areas of development Academic Personal and Social well being Communication Independence Problem Solving Work Habits Safety Transition Sensory Motor Skills Physical Health Medical Care Personal Care All of these SMART Goals have been approved and have been used in actual teaching situations in general and special education These SMART Goals can be used as is but better is it to revise the selected SMART Goals to accurately fit with the Current level of Performance of the student Most of the SMART Goals are written using the formula below In some cases a slightly different format was used Time Student Support Skill Accuracy and Measurement Documentation Example By June 2015 Student X will independently choose a SMART Goal from this database 100% of time as documented in the trial logs This collection of SMART Goals will help educators and home schools jump start the creation of an Individual Education Plan or a Personal Program Plan For students receiving Tier 2 interventions in a Response to Intervention Model these goals can be used as Short Term Objectives to guide educational programming

Making the Grade Nicholas D. Young,Kristen Bonanno-Sotiropoulos,Jennifer A. Smolinski,2018-03-02 Designed to be a valuable resource this book provides educators administrators practitioners and families with a clear understanding of how to meet the instructional emotional and social

needs of students with learning disabilities Readers will benefit from the extensive research provided and will gain an appreciation for the importance of collaboration creating safe and supportive learning environments as well as effectively implementing interventions Parents Have the Power to Make Special Education Work Judith Canty Graves,Carson Graves,2013-12-21 Packed with practical clear cut advice this book tells you everything you need to know about making the US special education system work for your child Covering key information on protocol dealing with authorities overcoming obstacles and organizing documentation this book is a must have guide for navigating the complex system The IEP from A to Z Diane Twachtman-Cullen,Jennifer Twachtman-Bassett,2011-04-26 A truly comprehensive teacher and parent friendly guide to creating clear and effective IEPs With the skyrocketing diagnoses of ADHD autism spectrum disorders and related conditions in U S schools there is a growing need for information on creating effective IEPs for exceptional students The IEP From A to Z is a step by step guide showing teachers and parents how to get the right education plan in place for students with ADHD Autism Asperger s Emotional Behavioral Disturbance and related conditions Provides easy to understand explanations of the special education process along with a wealth of sample effective IEPs Explains what is most important for educators and parents to keep in mind during IEP development Provides content area specific sample goal and objective templates general teaching tips for maintaining the IEP and useful resources From nationally recognized experts in the special education field this book guides readers through the process of writing thoughtful intelligent Individualized Education Plans that deliver high quality need based educational programming to exceptional students *800+ Measurable IEP Goals and Objectives* Chris De Feyter,2013-11-08 Now includes goals for iPad usage **Adapted Physical Education and Sport** Joseph P. Winnick,David L. Porretta,2021-10-29 This top selling text now in its seventh edition is the go to text to prepare students to teach people with disabilities Adapted Physical Education and Sport provides comprehensive and clear guidance for professionals working with people with unique physical education needs differences and abilities New to This Edition No other adapted physical education text has sold more copies than this book but the contributors are not resting on their laurels The text is loaded with new and updated material Enhanced coverage of universal design for learning with strategies and applications presented throughout the text A new chapter devoted entirely to adventure sports and activities A chapter on adapted sport that has been further developed to reflect the progress in the field Enhanced coverage of sport specific injuries and prevention Also new to this edition are related online learning aids delivered through HKPropel including assignable learning and enrichment activities to help students apply the book s foundational knowledge The HKPropel resources also include an instructor guide with teaching tips and strategies ideas for an introductory course in adapted physical education and sport and a sample syllabus Other tools include a test bank video clips demonstrating 26 of the fitness tests from The Brockport Physical Fitness Test Manual and forms tables and calculators related to the Brockport Physical Fitness Test In addition the team of 30 highly renowned contributors includes 12 new voices who add their perspectives to

the content More Features Adapted Physical Education and Sport offers readers much more Chapter opening scenarios that introduce one or more of the chapter s concepts Application examples that explore real life situations and show how to apply the text concepts to solve relevant issues Print video and online resources in the text and through HKPropel Appendixes that include definitions based on the Individuals with Disabilities Education Act IDEA contact information for organizations associated with adapted physical education and sport information related to the Brockport Physical Fitness Test a scale to evaluate adapted physical education programs and more The book s contents are aligned with the IDEA legislation and will help current and future educators identify the unique needs of children with disabilities adapt physical education to meet those needs and develop effective individualized education programs IEPs for those students Adapted Physical Education and Sport is the ideal book for those who want the foundational knowledge that leads to the practical development and implementation of top quality physical education and sport programs for people with disabilities Note A code for accessing HKPropel is not included with this ebook but may be purchased separately

A Practical Guide for Special Education Professionals Lisa Churchill,Rita Mulholland,Michelle R. Cepello,2008 A Practical Guide for Special Education Professionals is a resource guidebook the purpose of which is to provide practical information and suggestions to help the special education teacher survive and eventually succeed in the school and classroom setting This book is written to be used as a quick reference Thus the chapters are presented in a brief user friendly format The guidebook s content presents an overview of the major elements in special education The Individualized Education Program IEP Classroom and Individual Behavior Management Assessment for Instruction Supervision of Paraprofessionals Instructional Planning and Strategies Collaborative Consultation Home School Partnerships and Stress Reduction Strategies and Time Management Techniques Each chapter prepares the teacher to work effectively in special education by supplying strategies and practical tips for working directly with pupils and other adults in the educational setting Features Guidebook s content presents an overview or big picture of the major elements in the field of special education Selected topics are essential for teacher survival and readily applicable to the classroom setting Gives a quick user friendly reference and overview for teaching students with special needs as well as for working successfully with adults One chapter does not rely on information contained in a previous chapter Allows teachers to access chapter materials in on an individualized as needed basis Beginning special education teachers need it all and the sooner the better The organization of the book permits teachers to quickly reference chapter contents and obtain practical information and resources to assist their daily activities Teaching Tips Forms Charts and Tables that summarize and underscore information for the reader Enables teachers to easily find solutions to the problems encountered in their work including working with students parents other teachers administrators paraprofessionals The authors consider the IEP the heart of special education The chapter on IEP Legal and Pragmatic Issues provides up to date information and practical suggestions and forms to guide the special education teacher to successfully participate in this

process and complete the required paperwork This chapter takes the teacher step by step through the IEP meeting process and assists in understanding Present Levels of Performance PLEP Response to Intervention RtI and Writing Monitoring and Reporting IEP Goals Gives clear concise information on the IEP process and document and demystifies the IEP Provides professors with useful tools for instruction on the IEP Two features that emphasize reflection are Take A Moment and Explorations Both provide focused questions and structured activities to promote self reflection and application of the chapters content Provides teachers with an understanding of their roles and responsibilities as a special educator by reflecting on content through focused questions and applicable activities Chapter on stress reduction strategies and time management techniques addresses the overwhelmed feeling that most special educators experience as they enter the profession Provides tips and strategies for improving multitasking skills Technology tools and resources are featured in the book Assisted Technology Universal Design Grading Websites and Web Site Resources are described

Highlights in Special Education, 2003 **Adapted Physical Education and Sport, 6E** Winnick, Joseph, Porretta, David, 2016-08-23 The sixth edition of Adapted Physical Education and Sport details current inclusion practices helps develop in developing IEPs consistent with legislation enhances sport participation and includes a web resource with 26 video clips for administering the new Brockport Physical Fitness Test Success with IEPs Santo Piño, Dena Hook, 2006 *Curriculum, Assessment, and Instruction for Students with Disabilities* June L. Bigge, Colleen Shea Stump, 1999 This book combines curriculum and instruction studies with assessment which is very popular in higher education today New laws in special education focus on assessment and the new tools and forms provided here Strategies and practical applications for teaching special education are combined in one source **Instruction of Students with Severe Disabilities** Martha E. Snell, Fredda Brown, 2006 For Methods courses in Severe Multiple Disabilities and Moderate and Severe Disabilities This highly successful text addresses the full range of curriculum topics involved in educating individuals with severe disabilities Instruction of Students with Severe Disabilities examines the principles behind teaching students with severe and multiple disabilities This edition includes more information on alternative assessment a stronger focus on positive behavior interventions and supports and additional strategies on peer relationships **From Gobbledygook to Clearly Written Goals** Barbara Bateman, 2006 Writing clear measurable annual IEP goals is a difficult skill to master The good news is that goal writing is easy once the steps are revealed In her latest book Dr Barbara Bateman takes poorly written goals and rewrites them into clear concise goals You learn to simplify the process by focusing on four ideas observable behavior measurable criteria a given or condition for success and a final test *101+ Measurable IEP Goals and Objectives for Developing Executive Functions* Chris De Feyter, 2015-03-02 101 Measurable IEP Goals and Objectives for Smart but Scattered Students assists educators in selecting and designing outcomes for students who can benefit from developing executive functions such as Building Response Inhibition Improving Emotional Control Strengthening Sustained Attention Promoting Planning and Prioritizing Cultivating

Metacognition You may have read Smart but Scattered from Dawson and Guare and are interesting in implementing some of their ideas and strategies in your student s individualized education or learning plan 101 Measurable IEP Goals and Objectives for Developing Executive Functions will not only help you select goals but also guide you in making these goals fit with the needs of your students

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