



IEP Goals and Objectives

Los Angeles Unified School District
Division of Special Education



Objectives

- Learn the legal requirement for writing IEP goals
- Become familiar with goals written for the general education curriculum and the alternate curriculum
- Learn the five components of a compliant goal



Legal Requirement

- A statement of measurable annual goals, including academic and functional goals, designed to:
 - Meet child's needs resulting from disability
 - Enable child to participate and make progress in general education curriculum
- Goals designed to meet each child's unique needs




Curriculum

- Mild to Moderate Disabilities

- General education curriculum
- Curriculum based on California state standards

- Moderate to Severe Disabilities

- Alternate curriculum
- Curriculum based on California functional performance indicators linked to standards



Goals for Students in General Education Curriculum

- May be written in following areas:
 - Reading
 - Writing
 - Math
 - Vocational Education
 - Behavior
 - Related Services, as necessary



Goals for Students in Alternate Curriculum

- **Mandatory Goal Areas**
 - Functional Math
 - Functional Reading
 - Functional Writing
 - Communication
- **Student Specific Goal Areas**
 - Vocational
 - Social/Emotional
 - Self Care/Independent Living
 - Motor Skills/Mobility
 - Recreation/Leisure
- **Related Services, as necessary**



Goals for Related Services for Eligible Students

- Adapted Physical Education
- Audiology Services
- Counseling Services
- Language and Speech Therapy
- Occupational Therapy
- Orientation and Mobility services
- Physical Therapy
- Social Work Services

How do we know what goals to write in an IEP?





Present Levels of Performance (PLP)

- Located on IEP Page 3, Section E

- Present Levels of Performance
 - What student has learned
 - What student **needs** to learn

- Goals Developed to Address Student Needs

Let's take a look at the components of a goal...





5 Components of a Goal

1. Who (name of student)
2. What (observable behavior)
3. Conditions (situation in which behavior performed)
4. Accuracy (level of mastery)
5. Frequency (how often)

Components of a Goal

- Angelina **will raise her hand 9 out of 10 times when she wants to say something.**
 - Who (Angelina)
 - **What (observable student behavior)**
 - **Frequency (how often)**
 - **Conditions (situation in which behavior performed)**
 - **Accuracy ***

Components of a Goal (continued)

- Brad **will share materials with peers 3 out of 4 times during small group instruction.**
 - Who (Brad)
 - **What (observable student behavior)**
 - **Frequency (how often)**
 - **Conditions (situation in which behavior performed)**
 - **Accuracy ***

Components of Goal (continued)

- When given 3rd grade text, Juan will read 100 words per minute with 80% accuracy 3 out of 4 trials.
 - Conditions (situation in which behavior performed)
 - Who (Juan)
 - What (observable student behavior)
 - Accuracy (level of mastery)
 - Frequency (how often)



Goals

- General Education Curriculum
 - Goals written at student's grade level
- Alternate Curriculum
 - Goals written at student's ability level

Goals and Objectives



- Goal: Student will add and subtract 3 digit numbers with **90% accuracy** 3 out of 4 trials.
 - Objective #1: Student will add and subtract 3 digit numbers with **70% accuracy** 3 out of 4 trials.
 - Objective #2: Student will add and subtract 3 digit numbers with **80% accuracy** 3 out of 4 trials.

Goals and Objectives



- Goal: Student will add and subtract **3 digit numbers** with 90% accuracy 3 out of 4 trials.
 - Objective #1: Student will add and subtract **1 digit numbers** with 90% accuracy 3 out of 4 trials.
 - Objective #2: Student will add and subtract **2 digit numbers** with 90% accuracy 3 out of 4 trials.

Goals and Objectives

- Goal Addresses **Grade Level** Instruction
 - Goal: When given a literary text, Maria will list the primary and secondary character traits of the main character with 80% accuracy in 3 out of 4 trials. (9th grade standard)
- Objectives Address **Intervention** Instruction
 - Objective #1: When given a literary text, Maria will state main idea and evidence that supports main idea with 80% accuracy in 3 out of 4 trials. (5th grade standard)
 - Objective #2: When given a literary text, Maria will state meaning of specialized vocabulary words with 80% accuracy in 3 out of 4 trials. (7th grade standard)

Goal & Objectives



- Goal: When given a teacher made sample of fractions, Bill will convert them to decimals and percents and create a visual representation with 80% accuracy in 3 out of 5 trials. (7th grade standard)
- Objective #1: When given 10 problems involving percents and decimals, Brad will interpret percents as parts of a hundred, and compute a given percent of a whole number with 80% accuracy in 3 out of 5 trials. (5th grade standard)
- Objective #2: When given assorted addition and subtraction problems using positive fractions, Brad will list order of operations to correctly solve each problem with 80% accuracy in 3 out of 5 trials. (6th grade standard)

Compliant/Noncompliant Goals

■ Compliant Goal

- Angelina will raise her hand 9 out of 10 times when she wants to say something.

■ Noncompliant Goal

- Angelina will not shout out during classroom instruction

■ Do not use negatives such as *will not*, *does not*, *refrains from*

■ State goals in positive terms

Compliant/Noncompliant Goals

- Compliant Goal

- When given 3rd grade text, Juan will read 100 words per minute with 80% accuracy 3 out of 4 trials.

- Noncompliant Goal

- Juan will read independently.

- What will Juan read?

- How well will he read it?

Compliant/Noncompliant Goals

■ Compliant Goal

- Kim will add and subtract 3 digit numbers with 90% accuracy 3 out of 4 trials.

■ Noncompliant Goal

- Kim will improve addition and subtraction.

■ Too vague

■ No means to determine when student has met goal



IEP Meeting

- Goals should be **drafted** prior to IEP meeting
- Goals must be discussed during IEP meeting
- Goals may be revised based on IEP meeting discussion

Report of Goal Progress to Parents

- Parents must receive information on how student is progressing toward meeting IEP goals



When are parents informed?

- Parents must receive this information at progress report/report card time
 - 3 times a year for elementary students
 - 4 times a year for secondary students

