

Sample IEP Goals

A sample bank of IEP goals for each domain in VOISS. These are examples of goals that could be selected for students in the classroom stories. Goals should be edited and individualized for individual student needs.

- Benchmark 1: In 9 instructional weeks
- Benchmark 2: In 18 instructional weeks
- Benchmark 3: In 27 instructional weeks
- Benchmark 4: In 36 instructional weeks

| Domain | IEP Goal & Lessons to Support Skill Acquisition | Student Skill Needs & Lesson Plan Number |
|---|---|---|
| <p>1: Critical Thinking & Problem Solving</p> <ul style="list-style-type: none"> • Todd | <p>Goal 1: In an IEP year when in the classroom setting <u>Todd's</u> responses to others in his environment will be socially appropriate, on 9/10 consecutive interactions; as measured by staff observation using a rubric to score his responses, with a minimum score of 11/12 on each observation.</p> <ul style="list-style-type: none"> • Benchmark 1: In 9 instructional weeks when in the classroom setting <u>Todd's</u> responses to others in his environment will be socially appropriate, on 9/10 consecutive interactions; as measured by staff observation using a rubric to score his responses, with a minimum score of 3/12 on each observation. • Benchmark 2: In 18 instructional weeks when in the classroom setting <u>Todd's</u> responses to others in his environment will be socially appropriate, on 9/10 consecutive interactions; as measured by staff observation using a rubric to score his responses, with a minimum score of 6/12 on each observation. • Benchmark 3: In 27 instructional weeks when in the classroom setting <u>Todd's</u> responses to others in his environment will be socially appropriate, on 9/10 consecutive interactions; as measured by staff observation using a rubric to score his responses, with a minimum score of 8/12 on each observation. • Benchmark 4: In 36 instructional weeks when in the classroom setting <u>Todd's</u> responses to others in his environment will be socially appropriate, on 9/10 consecutive interactions; as measured by staff observation using a rubric to score his responses, with a minimum score of 11/12 on each observation. <p>Todd, Domain 1-Rubric: Appropriate Social Interactions</p> | <ul style="list-style-type: none"> <input type="checkbox"/> Handles Annoyance <ul style="list-style-type: none"> <input type="checkbox"/> Skill CTPS.13 <input type="checkbox"/> Domain 1, Lesson 2 <input type="checkbox"/> Recognizes Another's Feelings <ul style="list-style-type: none"> <input type="checkbox"/> Skill CTPS.14 <input type="checkbox"/> Domain 1, Lesson 1 <input type="checkbox"/> Showing Empathy <ul style="list-style-type: none"> <input type="checkbox"/> Skill CTPS.15 <input type="checkbox"/> Domain 1, Lesson 1 |

Goal 2: In an IEP year when in the classroom setting Todd will seek attention from his teacher in an appropriate way on 9/10 consecutive attempts to gain attention, with 8 different teachers as measured by staff observation using a checklist to count each attempt as appropriate or inappropriate.

- Benchmark 1: In 9 instructional weeks classroom setting Todd will seek attention from his teacher in an appropriate way on 2/10 consecutive attempts to gain attention, with 8 different teachers as measured by staff observation using a checklist to count each attempt as appropriate or inappropriate.
- Benchmark 2: In 18 instructional weeks classroom setting Todd will seek attention from his teacher in an appropriate way on 5/10 consecutive attempts to gain attention, with 8 different teachers as measured by staff observation using a checklist to count each attempt as appropriate or inappropriate.
- Benchmark 3: In 27 instructional weeks classroom setting Todd will seek attention from his teacher in an appropriate way on 7/10 consecutive attempts to gain attention, with 8 different teachers as measured by staff observation using a checklist to count each attempt as appropriate or inappropriate.
- Benchmark 4: In 36 instructional weeks classroom setting Todd will seek attention from his teacher in an appropriate way on 9/10 consecutive attempts to gain attention, with 8 different teachers as measured by staff observation using a checklist to count each attempt as appropriate or inappropriate.

[Todd, Domain 1-Appropriate Ways to Gain Teacher's Attention Checklist](#)

IEP Goal 3: In an IEP year when in various school settings Todd will be able to independently plan for, evaluate and respond to unexpected changes in his day on 9/10 opportunities, in 8 different school environments.

- Benchmark 1: In 9 instructional weeks Todd will be able to identify rules that are okay to break in situations involving safety, on 9/10 opportunities, in 8 different school environments.
- Benchmark 2: In 18 instructional weeks when Todd doesn't know what to do when an unexpected change in his day, he will follow directions from a trusted adult or trusted peer on 9/10 opportunities, in 8 different school environments.
- Benchmark 3: In 27 instructional weeks Todd will be able to compare different responses he could have to the unexpected change and decide which response would result in the safest outcome on 9/10 opportunities, in 8 different school environments.
- Benchmark 4: In 36 instructional weeks Todd will be able to develop a plan to follow & implement the plan when an unexpected change occurs in his day on 9/10 opportunities, in 8 different school settings.

- Seeks attention appropriately
 - Skill CTPS.10
 - Domain 1, Lesson 3

- Identifies consequences
 - Skill CTPS.6
 - Domain 1, Lesson 5
- Evaluates Responses to a Situation
 - Skill CTPS.5
 - Domain 1, Lesson 5
- Knows When to Change Strategies
 - Skill CTPS.7
 - Domain 1, Lesson 4
- Seeks attention appropriately
 - Skill CTPS.8
 - Domain 1, Lesson 4

2: Executive & Organizational Skills

- George

Goal 1: In an IEP year when in the school setting George's time-on-task performance will increase from being on-task for 2/10 one minute intervals to 9/10 one minute intervals, as measured by momentary time sampling during predetermined times of the day, across 3 data days.

- Benchmark 1: In 9 instructional weeks when in the school setting George's time-on-task performance will increase from being on-task for 2/10 one minute intervals to 4/10 one minute intervals, as measured by momentary time sampling during predetermined times of the day, across 3 data days.
- Benchmark 2: In 18 instructional weeks when in the school setting George's time-on-task performance will increase from being on-task for 4/10 one minute intervals to 6/10 one minute intervals, as measured by momentary time sampling during predetermined times of the day, across 3 data days.
- Benchmark 3: In 27 instructional weeks when in the school setting George's time-on-task performance will increase from being on-task for 6/10 one minute intervals to 8/10 one minute intervals, as measured by momentary time sampling during predetermined times of the day, across 3 data days.
- Benchmark 4: In 36 instructional weeks when in the school setting George's time-on-task performance will increase from being on-task for 8/10 one minute intervals to 9/10 one minute intervals, as measured by momentary time sampling during predetermined times of the day, across 3 data days.

[George. Domain 2-Momentary Time Sampling Data Sheet](#)

Goal 2: In an IEP year when in the school setting George will independently adjust to changes in his routine, by changing his behavior to match peers who are on-task and ignore peers who are off-task, on 9/10 consecutive opportunities, in 8 different classes.

- Benchmark 1: In 9 instructional weeks when given 3-5 prompts, George will adjust to changes in his routine, by changing his behavior to match peers who are on-task and ignore peers who are off-task, on 5/10 consecutive opportunities, in 8 different classes.
- Benchmark 2: In 18 instructional weeks when given 3-5 prompts, George will adjust to changes in his routine, by changing his behavior to match peers who are on-task and ignore peers who are off-task, on 9/10 consecutive opportunities, in 8 different classes.
- Benchmark 3: In 27 instructional weeks when given 1-2 prompts, George will adjust to changes in his routine, by changing his behavior to match peers who are on-task and ignore peers who are off-task, on 5/10 consecutive opportunities, in 8 different classes.
- Benchmark 4: In 36 instructional weeks when in the school setting George will independently adjust to changes in his routine, by changing his behavior to match peers who are on-task and ignore peers who are off-task, on 9/10 consecutive opportunities, in 8 different classes.

- Follow multi-step directions
 - Skill EOS.17
 - Domain 2, Lesson 1

- Initiates tasks independently
 - Skill EOS.8
 - Domain 2, Lesson 4

- Completes Tasks/Assignments
 - Skill EOS.3
 - Domain 2, Lesson 4

- Use observation to identify expected & unexpected behaviors
 - Skill EOS.5
 - Domain 2, Lesson 2

- Adjusts behavior in response to social context
 - Skill EOS.6
 - Domain 2, Lesson 3

3: Expressive Communication & Conversation Skills

- Arturo

Goal 1: In an IEP year Arturo will display appropriate expressive communication & conversation skills when in the school setting, on 9/10 consecutive verbal exchanges with peers as measured by staff observation using a rubric to score his responses, with a minimum score of 12/15 on each observation.

- Benchmark 1: In 9 instructional weeks Arturo will display appropriate expressive communication & conversation skills when in the school setting, on 9/10 consecutive verbal exchanges with peers as measured by staff observation using a rubric to score his responses, with a minimum score of 3/15 on each observation.
- Benchmark 2: In 18 instructional weeks Arturo will display appropriate expressive communication & conversation skills when in the school setting, on 9/10 consecutive verbal exchanges with peers as measured by staff observation using a rubric to score his responses, with a minimum score of 6/15 on each observation.
- Benchmark 3: In 27 instructional weeks Arturo will display appropriate expressive communication & conversation skills when in the school setting, on 9/10 consecutive verbal exchanges with peers as measured by staff observation using a rubric to score his responses, with a minimum score of 9/15 on each observation.
- Benchmark 4: In 36 instructional weeks Arturo will display appropriate expressive communication & conversation skills when in the school setting, on 9/10 consecutive verbal exchanges with peers as measured by staff observation using a rubric to score his responses, with a minimum score of 12/15 on each observation.

[Arturo, Domain 3-Rubric: Appropriate Expressive Communication & Conversation Skills](#)

Goal 2: In an IEP year when in the school environment Auturo will expand his social skills by being able to produce at least 40 different responses total, in situations that require him to use manners, across 8 different school environments.

- Benchmark 1: In 9 instructional weeks when in the school environment Auturo will expand his social skills by being able to produce at least 10 different apologies, in situations that require him to apologize, across 8 different school environments.
- Benchmark 2: In 18 instructional weeks when in the school environment Auturo will expand his social skills by being able to produce at least 10 different statements of requests, in situations that require him to request something, across 8 different school environments.
- Benchmark 3: In 27 instructional weeks when in the school environment Auturo will expand his social skills by being able to produce at least 10 different compliments, in situations where a compliment can be delivered, across 8 different school environments.
- Benchmark 4: In 36 instructional weeks when in the school environment Auturo will expand his social skills by being able to produce at least 10 different clarification statements , in situations that require him to clarify something, across 8 different

- Uses appropriate voice level and tone
 - Skill ECC.12
 - Domain 3, Lesson 2
- Greets others
 - Skill ECC.3
 - Domain 3, Lesson 4
- Asks Questions about a Topic
 - Skill ECC.5
 - Domain 3, Lesson 3
- Listens without interrupting
 - Skill ECC.7
 - Domain 3, Lesson 3

- Displays manners-apologizes, requests respectfully
 - Skill ECC.17
 - Domain 3, Lesson 1

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4: Receptive Communication Skills

- Jackson

Goal 1: In an IEP year when Jackson is engaged in a conversation with a peer or adult he will attend to his conversation partner's social cues by responding to the cues appropriately on 9/10 opportunities with 10 different communication partners.

- Benchmark 1: In 9 instructional weeks when Jackson is engaged in a conversation with a peer or adult and his communication partner leans away from him, he will take one step back from them on 9/10 opportunities with 10 different communication partners.
- Benchmark 2: In 18 instructional weeks when Jackson is engaged in a conversation with a peer or adult and his communication partner is oriented away from him, or making infrequent eye contact, he will stop talking about the topic and make attempts to engage the listener, by asking the listener a question on 9/10 opportunities with 10 different communication partners.
- Benchmark 3: In 27 instructional weeks when Jackson is engaged in a conversation with a peer or adult and a new person joins the conversation, he will physically move so there is at least 4 feet of space for the new communication partner to join the conversation on 9/10 opportunities with 10 different communication partners.
- Benchmark 4: In 36 instructional weeks when Jackson is engaged in a conversation with a peer or adult and a new person joins the conversation, he will make an attempt to engage the new communication partner by asking them a question, answering one of their questions or commenting on what they said on 9/10 opportunities with 10 different communication partners.

Goal 2: In an IEP year when Jackson is in a setting with peers or adults, he will attend to naturally occurring cues in the environment, by responding to the cues appropriately on 9/10 opportunities in 10 different settings within the school.

- Benchmark 1: In 9 instructional weeks when Jackson is in an environment that is not crowded he will maintain at least 6 feet of distance between himself and unfamiliar peers or adults on 9/10 opportunities in 10 different settings within the school.
- Benchmark 2: In 18 instructional weeks Jackson is in an environment that is crowded or the crowd is growing he will move closer to unfamiliar peers or adults on 9/10 opportunities in 10 different settings within the school.
- Benchmark 3: In 27 instructional weeks Jackson is in an environment that is loud he will adjust his voice level so he can be heard by the person he is talking with on 9/10 opportunities in 10 different settings within the school.
- Benchmark 4: In 36 instructional weeks when Jackson is in an environment that is quiet he will adjust his voice level so he will not be disruptive, but can still be heard by the person he is talking with on 9/10 opportunities in 10 different settings within the school.

- Displays Appropriate Facial Orientation
 - Skill RCS.9
 - Domain 4, Lesson 1
- Displays and Identifies Listening Posture
 - Skill RCS.7
 - Domain 4, Lesson 3
- Understands Personal Space and Boundaries
 - Skill RCS.2
 - Domain 4, Lesson 5

- Understands Proximity/Boundaries/Behavior Expectations May Change Due to Environmental Change
 - Skill RCS.8
 - Domain 4, Lesson 2

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| | <p>IEP Goal 3: In an IEP year <u>Jackson</u> will follow pretaught procedures in contrived situations related to understanding the rules of touch, on 9/10 consecutive opportunities with 10 different peers/adults, as measured by staff observation using a checklist, scoring a 4/5 on each situation.</p> <ul style="list-style-type: none"> • Benchmark 1: In 9 instructional weeks <u>Jackson</u> will follow pretaught procedures in contrived situations related to understanding the rules of touch, on 3/10 consecutive opportunities with 10 different peers/adults, as measured by staff observation using a checklist, scoring a 4/5 on each situation. • Benchmark 2: In 18 instructional weeks <u>Jackson</u> will follow pretaught procedures in contrived situations related to understanding the rules of touch, on 5/10 consecutive opportunities with 10 different peers/adults, as measured by staff observation using a checklist, scoring a 4/5 on each situation. • Benchmark 3: In 27 instructional weeks <u>Jackson</u> will follow pretaught procedures in contrived situations related to understanding the rules of touch, on 7/10 consecutive opportunities with 10 different peers/adults, as measured by staff observation using a checklist, scoring a 4/5 on each situation. • Benchmark 4: In 36 instructional weeks <u>Jackson</u> will follow pretaught procedures in contrived situations related to understanding the rules of touch, on 10/10 consecutive opportunities with 10 different peers/adults, as measured by staff observation using a checklist, scoring a 4/5 on each situation. <p>Jackson. Domain 4-Rules of Touch Procedures</p> | <input type="checkbox"/> Understands Rules of Touch <input type="checkbox"/> Skill RCS.3 <input type="checkbox"/> Domain 4, Lesson 4 |
| <p>5: Relationship Skills</p> <ul style="list-style-type: none"> • Marcus | <p>Goal 1: In an IEP year when in the school setting <u>Marcus</u> will take steps necessary to disengage from instances of bullying from others, on 9/10 interactions as measured by a Anti-Bullying Checklist, with a minimum score of 6/7 on the checklist.</p> <ul style="list-style-type: none"> • Benchmark 1: In 9 instructional weeks when in the school setting <u>Marcus</u> will take steps necessary to disengage from instances of bullying from others, on 9/10 interactions as measured by a Anti-Bullying Checklist, with a minimum score of 3/7 on the checklist. • Benchmark 2: In 18 instructional weeks when in the school setting <u>Marcus</u> will take steps necessary to disengage from instances of bullying from others, on 9/10 interactions as measured by a Anti-Bullying Checklist, with a minimum score of 4/7 on the checklist. • Benchmark 3: In 27 instructional weeks when in the school setting <u>Marcus</u> will take steps necessary to disengage from instances of bullying from others, on 9/10 interactions as measured by a Anti-Bullying Checklist, with a minimum score of 5/7 on the checklist. • Benchmark 4: In 36 instructional weeks when in the school setting <u>Marcus</u> will take steps necessary to disengage from instances of bullying from others, on 9/10 interactions as measured by a Anti-Bullying Checklist, with a minimum score of 6/7 on the checklist. | <input type="checkbox"/> Has Skills to Deal with Bullying and Unappreciated Behavior <input type="checkbox"/> Skill RS.21 <input type="checkbox"/> Domain 5, Lesson 1 |

[Marcus, Domain 5-Anti-Bullying Checklist](#)

Goal 2: In an IEP year when in the school setting and engaging in interactions with a peer(s), Marcus will display age appropriate relationship skills across 10 different consecutive conversations.

- Benchmark 1: In 9 instructional weeks when a peer directs a joke towards Marcus, he will respond with 5 different appropriate comments across 5 consecutive conversations.
- Benchmark 2: In 18 instructional weeks when a peer directs a joke towards Marcus, he will respond with 10 different appropriate comments across 10 consecutive conversations.
- Benchmark 3: In 27 instructional weeks when a peer makes a sarcastic comment, Marcus will respond to the intended meaning of the comment or make a similar sarcastic comment across 5 consecutive conversations.
- Benchmark 4: In 36 instructional weeks when a peer makes a sarcastic comment, Marcus will respond to the intended meaning of the comment or make a similar sarcastic comment across 10 consecutive conversations.

Goal 3: In an IEP year when in the school setting Marcus will demonstrate respectful relationship skills on 9/10 consecutive opportunities, as measured by staff observation using a rubric to score his responses, with a minimum score of 11/12 on each observation.

- Benchmark 1: In 9 instructional weeks when in the school setting Marcus will demonstrate respectful relationship skills on 9/10 consecutive opportunities, as measured by staff observation using a rubric to score his responses, with a minimum score of 3/12 on each observation.
- Benchmark 2: In 18 instructional weeks when in the school setting Marcus will demonstrate respectful relationship skills on 9/10 consecutive opportunities, as measured by staff observation using a rubric to score his responses, with a minimum score of 6/12 on each observation.
- Benchmark 3: In 27 instructional weeks when in the school setting Marcus will demonstrate respectful relationship skills on 9/10 consecutive opportunities, as measured by staff observation using a rubric to score his responses, with a minimum score of 9/12 on each observation.
- Benchmark 4: In 36 instructional weeks when in the school setting Marcus will demonstrate respectful relationship skills on 9/10 consecutive opportunities, as measured by staff observation using a rubric to score his responses, with a minimum score of 11/12 on each observation.

[Marcus, Domain 5-Rubric: Model Respectful Relationship Skills](#)

- Understands and Participates in Joking
 - Skill RS.16
 - Domain 5, Lesson 2
- Understands sarcasm and Figurative Language
 - Skill RS.20
 - Domain 5, Lesson 3

- Accepts Others Opinion
 - Skill RS. 9
 - Domain 5, Lesson 4
- Asks to Join In
 - Skill RS.8
 - Domain 5, Lesson 5

6: School, Home & Community

- Archie

IEP Goal 1: In an IEP year Archie will attend to natural cues in his school environment to transition between classes and arrive at class on time prepared (with all necessary materials) on 9/10 consecutive opportunities for 8 different classes.

- Benchmark 1: In 9 instructional weeks Archie will use a self-monitoring sheet (to track time between classes) and a vibrating timer (to signal when it is time to transition to the next class) on 9/10 opportunities for 8 different classes.
- Benchmark 2: In 18 instructional weeks Archie will keep track of time by looking at a classroom clock or his watch (to track time between classes) and respond to the school bell (as a signal when it is time to transition to the next class) on 9/10 opportunities for 8 different classes.
- Benchmark 3: In 27 instructional weeks with the use of a visual checklist Archie will bring all needed materials for a class period on 9/10 opportunities for 8 different classes.
- Benchmark 4: In 36 instructional weeks Archie will independently bring all needed materials for a class period on 9/10 opportunities for 8 different classes.

IEP Goal 2: In an IEP year when in the classroom setting Archie will improve his organization and planning skills by being able to follow/perform at least 90% of classroom procedures independently for 5 consecutive data days, in 8 different classes, as measured by a classroom procedure checklist.

- Benchmark 1: In 9 instructional weeks when in the classroom setting Archie will improve his organization and planning skills by being able to follow/perform at least 30% of classroom procedures independently for 5 consecutive data days, in 8 different classes, as measured by a classroom procedure checklist.
- Benchmark 2: In 18 instructional weeks when in the classroom setting Archie will improve his organization and planning skills by being able to follow/perform at least 50% of classroom procedures independently for 5 consecutive data days, in 8 different classes, as measured by a classroom procedure checklist.
- Benchmark 3: In 27 instructional weeks when in the classroom setting Archie will improve his organization and planning skills by being able to follow/perform at least 70% of classroom procedures independently for 5 consecutive data days, in 8 different classes, as measured by a classroom procedure checklist.
- Benchmark 4: In 36 instructional weeks when in the classroom setting Archie will improve his organization and planning skills by being able to follow/perform at least 90% of classroom procedures independently for 5 consecutive data days, in 8 different classes, as measured by a classroom procedure checklist.

[Archie, Domain 6-Classroom Procedures Checklist](#)

- Deals with Transitions
 - Skill SHC.10
 - Domain 6, Lesson 1

- Prepares for Class
 - Skill SHC.9
 - Domain 6, Lesson 3

IEP Goal 3: In an IEP year when in the school setting and given corrective feedback on an assignment, from an adult, Archie will acknowledge the feedback, make necessary changes and resubmit the assignment on 9/10 consecutive opportunities, across 8 different adults.

- Benchmark 1: In 9 instructional weeks when in the school setting and given corrective feedback on an assignment, from an adult, Archie will acknowledge the feedback, make necessary changes and resubmit the assignment on 3/10 consecutive opportunities, across 2 different adults.
- Benchmark 2: In 18 instructional weeks when in the school setting and given corrective feedback on an assignment, from an adult, Archie will acknowledge the feedback, make necessary changes and resubmit the assignment on 5/10 consecutive opportunities, across 4 different adults.
- Benchmark 3: In 27 instructional weeks when in the school setting and given corrective feedback on an assignment, from an adult, Archie will acknowledge the feedback, make necessary changes and resubmit the assignment on 7/10 consecutive opportunities, across 6 different adults.
- Benchmark 4: In 36 instructional weeks when in the school setting and given corrective feedback on an assignment, from an adult, Archie will acknowledge the feedback, make necessary changes and resubmit the assignment on 9/10 consecutive opportunities, across 8 different adults.

IEP Goal 4: In an IEP year when in the school setting, Archie's self-management skills will improve in the areas of taking breaks and requesting help on 9/10 consecutive opportunities, in 8 different school environments.

- Benchmark 1: In 9 instructional weeks Archie will be able to plan for appropriate times to take a break, during preferred activities by writing a break schedule to follow while doing the activity, on 9/10 opportunities for 8 different activities.
- Benchmark 2: In 18 instructional weeks Archie will be able to follow the break schedule while engaged in the preferred activity, on 9/10 opportunities for 8 different activities.
- Benchmark 3: In 27 instructional weeks Archie will be able to identify 10 different situations/problems/examples of times when he would need to request help from an adult/peer, on 9/10 opportunities in 8 different school settings.
- Benchmark 4: In 36 instructional weeks when in class, Archie will be able to request help from a peer/adult when he doesn't know how to complete the problem/answer the question on 9/10 opportunities, in 8 different school environments.

- Able to Make Changes/Corrections When Requested
 - Skill SHC.8
 - Domain 6, Lesson 2

- Takes a Break (Both Self-Initiated and Initiated by Others)
 - Skill SHC.4
 - Domain 6, Lesson 4
- Asks for Help
 - Skill SHC.1
 - Domain 6, Lesson 5

7: Self-Awareness and Advocacy

- Rico

Goal 1: In an IEP year during times that resulted in problem behavior for Rico in the classroom setting (receiving grade of “B” or lower, receiving corrective feedback, realizing he has made an error), he will remain calm (and stay in the classroom setting on 9/10 consecutive opportunities, across 8 different class periods.

- Benchmark 1: In 9 instructional weeks during times that resulted in problem behavior for Rico in the classroom setting (receiving grade of “B” or lower, receiving corrective feedback, realizing he has made an error), he will use a break card to request a break outside of the classroom, up to 3 times during a class period, and return to class within 10 minutes on 9/10 opportunities across 4 different class periods.
- Benchmark 2: In 18 instructional weeks during times that resulted in problem behavior for Rico in the classroom setting (receiving grade of “B” or lower, receiving corrective feedback, realizing he has made an error), he will use a break card to request a break outside of the classroom, up to 1 time during a class period, and return to class within 5 minutes on 9/10 opportunities across 8 different class periods.
- Benchmark 3: In 27 instructional weeks during times that resulted in problem behavior for Rico in the classroom setting (receiving grade of “B” or lower, receiving corrective feedback, realizing he has made an error), he will remain calm (and stay in the classroom setting on 5/10 consecutive opportunities, across 4 different class periods.
- Benchmark 4: In 36 instructional weeks during times that resulted in problem behavior for Rico in the classroom setting (receiving grade of “B” or lower, receiving corrective feedback, realizing he has made an error), he will remain calm (and stay in the classroom setting on 9/10 consecutive opportunities, across 8 different class periods.
[Rico, Domain 7-Operational Definition: Calm](#)

Goal 2: In an IEP year Rico’s self-awareness skills will improve in the school setting, as measured by staff observation using a rubric, scoring at least 17/18 on the rubric, across 5 consecutive data collection days.

- Benchmark 1: In 9 instructional weeks Rico’s self-awareness skills will improve in the school setting, as measured by staff observation using a rubric, scoring at least 5/18 on the rubric, across 5 consecutive data collection days.
- Benchmark 2: In 18 instructional weeks Rico’s self-awareness skills will improve in the school setting, as measured by staff observation using a rubric, scoring at least 9/18 on the rubric, across 5 consecutive data collection days.
- Benchmark 3: In 27 instructional weeks Rico’s self-awareness skills will improve in the school setting, as measured by staff observation using a rubric, scoring at least 13/18 on the rubric, across 5 consecutive data collection days.
- Benchmark 4: In 36 instructional weeks Rico’s self-awareness skills will improve in the school setting, as measured by staff observation using a rubric, scoring at least 17/18 on the rubric, across 5 consecutive data collection days.

[Rico, Domain 7-Self-Awareness Skills Rubric](#)

- Identifies How Behavior Impacts Others
 - Skills SAA.24
 - Domain 7, Lesson 2

- Knows Personal Strengths and Weaknesses
 - Skill SAA.7
 - Domain 7, Lesson 1
- Recognizes Emotion
 - Skill SAA.1
 - Domain 7, Lesson 5
- Can Identify the Size of the Problem
 - Skill SAA.5
 - Domain 7, Lesson 4

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| | <p>Goal 3: In an IEP year <u>Rico's</u> self-advocacy skills will improve in the school setting, as measured by staff observation using a rubric, scoring at least 11/12 on the rubric, across 5 consecutive data days.</p> <ul style="list-style-type: none"> • Benchmark 1: In 9 instructional weeks <u>Rico's</u> self-advocacy skills will improve in the school setting, as measured by staff observation using a rubric, scoring at least 3/12 on the rubric, across 5 consecutive data days. • Benchmark 2: In 18 instructional weeks <u>Rico's</u> self-advocacy skills will improve in the school setting, as measured by staff observation using a rubric, scoring at least 6/12 on the rubric, across 5 consecutive data days. • Benchmark 3: In 27 instructional weeks <u>Rico's</u> self-advocacy skills will improve in the school setting, as measured by staff observation using a rubric, scoring at least 9/12 on the rubric, across 5 consecutive data days. • Benchmark 4: In 36 instructional weeks <u>Rico's</u> self-advocacy skills will improve in the school setting, as measured by staff observation using a rubric, scoring at least 11/12 on the rubric, across 5 consecutive data days. <p>Rico, Domain 7-Self-Advocacy Skills Rubric</p> | <ul style="list-style-type: none"> <input type="checkbox"/> Advocates for Self <ul style="list-style-type: none"> <input type="checkbox"/> Skill SAA.16 <input type="checkbox"/> Domain 7, Lesson 3 |
| <p>8: Self-Care & Safety</p> <ul style="list-style-type: none"> • Dylan | <p>Goal 1: In an IEP year <u>Dylan</u> will develop, implement and model responsible decision making skills related to safety factors on 10/10 opportunities (contrived or naturally occurring) in the school setting, across 8 different adults monitoring her in the situation.</p> <ul style="list-style-type: none"> • Benchmark 1: In 9 instructional weeks <u>Dylan</u> will be able to follow all school crisis drill procedures (tornado, fire, lock-down) on 10/10 opportunities (contrived or naturally occurring), across 8 different adults monitoring the drill. • Benchmark 2: In 18 instructional weeks across 20 different scripted emergency situations, <u>Dylan</u> will be able to dial 911 and provide appropriate information to emergency responders (first & last name, location, description of emergency situation) on 10/10 opportunities, across 8 different adults monitoring her in the situation. • Benchmark 3: In 27 instructional weeks <u>Dylan</u> will be able to determine who a trusted adult is (first responder, teacher, staff, grocery store security guard, etc.) and relay important information to them (parents phone numbers, first and last name, parents names, age, etc) in a contrived emergency situation, on 10/10 opportunities when asked in 20 different ways, across 8 different adults. • Benchmark 4: In 36 instructional weeks when presented with 20 different scenarios (school, home and community examples) <u>Dylan</u> will be able to correctly identify if the situation is an emergency or non-emergency and indicate (by speaking, writing or demonstrating) steps to take in the emergency situation on 10/10 opportunities, across 8 different adults monitoring her in the situation. <p>Dylan, Domain 8-Multiple Ways to Request Information</p> | <ul style="list-style-type: none"> <input type="checkbox"/> Knows What to Do in Emergency Drills and Real Emergencies <ul style="list-style-type: none"> <input type="checkbox"/> Skill SCS.24 <input type="checkbox"/> Domain 8, Lesson 1 <input type="checkbox"/> Can Relay Important Information <ul style="list-style-type: none"> <input type="checkbox"/> Skill SCS.15 <input type="checkbox"/> Domain 8, Lesson 2 |

IEP Goal 2: In an IEP year Dylan will develop and practice hygiene skills by independently completing a daily hygiene checklist consisting of 10 steps when at school, on 10 consecutive school days.

- Benchmark 1: In 9 instructional weeks Dylan will develop and practice hygiene skills by independently completing a daily hygiene checklist consisting of 2 steps when at school, on 10 consecutive school days.
- Benchmark 2: In 18 instructional weeks Dylan will develop and practice hygiene skills by independently completing a daily hygiene checklist consisting of 5 steps when at school, on 10 consecutive school days.
- Benchmark 3: In 27 instructional weeks Dylan will develop and practice hygiene skills by independently completing a daily hygiene checklist consisting of 7 steps when at school, on 10 consecutive school days.
- Benchmark 4: In 36 instructional weeks Dylan will develop and practice hygiene skills by independently completing a daily hygiene checklist consisting of 10 steps when at school, on 10 consecutive school days.

[Dylan, Domain 8-Daily Hygiene Checklist](#)

IEP Goal 3: In an IEP year when in a specific school environment Dylan will demonstrate predetermined rules of etiquette appropriate for the environment on 9/10 opportunities in 8 different environments, as measured by staff observation using a checklist.

- Benchmark 1: In 9 instructional weeks when in a specific school environment Dylan will demonstrate predetermined rules of etiquette appropriate for the environment on 3/10 opportunities in 8 different environments, as measured by staff observation using a checklist.
- Benchmark 2: In 18 instructional weeks when in a specific school environment Dylan will demonstrate predetermined rules of etiquette appropriate for the environment on 5/10 opportunities in 8 different environments, as measured by staff observation using a checklist.
- Benchmark 3: In 27 instructional weeks when in a specific school environment Dylan will demonstrate predetermined rules of etiquette appropriate for the environment on 7/10 opportunities in 8 different environments, as measured by staff observation using a checklist.
- Benchmark 4: In 36 instructional weeks when in a specific school environment Dylan will demonstrate predetermined rules of etiquette appropriate for the environment on 9/10 opportunities in 8 different environments, as measured by staff observation using a checklist.

[Dylan, Domain 8-Rules of Etiquette Based on Environment Checklist](#)

- Understands Need for Appropriate Hygiene
 - Skill SCS.3
 - Domain 8, Lesson 4
- Plans Actions to Manage Appearance
 - Skill SCS.2
 - Domain 8, Lesson 5

- Understands Rules of Etiquette and When Needed
 - Skill SCS.6
 - Domain 8, Lesson 3

9: Self-Regulation Skills

- Brandy

IEP Goal 1: In an IEP year Brandy will demonstrate strategies to maintain self-regulation and positive relationships with peers or staff members, as measured by staff observation, using a checklist to score strategies Brandy uses, with a minimum score of 80%, in 8 different school environments.

- Benchmark 1: In 9 instructional weeks Brandy will demonstrate strategies to maintain self-regulation and positive relationships with peers or staff members, as measured by staff observation, using a checklist to score strategies Brandy uses, with a minimum score of 20%, in 8 different school environments.
- Benchmark 2: In 18 instructional weeks Brandy will demonstrate strategies to maintain self-regulation and positive relationships with peers or staff members, as measured by staff observation, using a checklist to score strategies Brandy uses, with a minimum score of 40%, in 8 different school environments.
- Benchmark 3: In 27 instructional weeks Brandy will demonstrate strategies to maintain self-regulation and positive relationships with peers or staff members, as measured by staff observation, using a checklist to score strategies Brandy uses, with a minimum score of 60%, in 8 different school environments.
- Benchmark 4: In 36 instructional weeks Brandy will demonstrate strategies to maintain self-regulation and positive relationships with peers or staff members, as measured by staff observation, using a checklist to score strategies Brandy uses, with a minimum score of 80%, in 8 different school environments.

[Brandy, Domain 9-Self-Regulation and Positive Relationships Skills Checklist](#)

IEP Goal 2: In an IEP year when in the school setting Brandy will be able to independently name the accommodations & modifications on her IEP and independently request the accommodation or modification (if it hasn't been provided), on 9/10 opportunities, in 8 different classes.

- Benchmark 1: In 9 instructional weeks when in the school setting Brandy will be able to independently name the accommodations & modifications on her IEP, on 5/10 opportunities, in 8 different classes.
- Benchmark 2: In 18 instructional weeks when in the school setting Brandy will be able to independently name the accommodations & modifications on her IEP, on 9/10 opportunities, in 8 different classes.
- Benchmark 3: In 27 instructional weeks when in the school setting Brandy will be able to independently request the accommodation or modification (if it hasn't been provided), on 5/10 opportunities, in 8 different classes.
- Benchmark 4: In 36 instructional weeks when in the school setting Brandy will be able to independently request the accommodation or modification (if it hasn't been provided), on 9/10 opportunities, in 8 different classes.

- Maintains Relationships
 - Skill SRS.15
 - Domain 9, Lesson 2
- Uses Self-Control
 - Skill SRS.7
 - Domain 9, Lesson 5

- Can Identify Needed Supports
 - Skill SRS.16
 - Domain 9, Lesson 1
- Knows Strategies for Obtaining These Supports
 - Skill SRS.17
 - Domain 9, Lesson 1

IEP Goal 3: In an IEP year when planning for her annual IEP, Brandy will help determine necessary accommodations and or modifications she needs, by participating in her annual IEP meeting, stating her accommodations and/or modifications and rationale why they are needed.

- Benchmark 1: In 9 instructional weeks when in the school setting Brandy will be able to write a list of her current accommodations and modifications on 10/10 consecutive opportunities.
- Benchmark 2: In 18 instructional weeks when in the school setting Brandy will be able to indicate if each accommodation or modification is working to support her while at school, by writing a “x” next to ones that she doesn't feel support her & a “checkmark” next to the ones that do
- Benchmark 3: In 27 instructional weeks when in the school setting Brandy will determine accommodations and/or modifications she would like to present at her annual IEP meeting, by writing them in a bulleted list format
- Benchmark 4: In 36 instructional weeks when in the school setting Brandy will provide rationale for each accommodation/modification she is presenting to the IEP team, in writing or verbally.

IEP Goal 3: In an IEP year when in the school setting Brandy's self-control skills will improve by accepting redirects from adults and following the new direction on 9/10 consecutive opportunities, in 8 different classes, as measured by staff observation using a self-control checklist, with a minimum score of 5/5 on each opportunity.

- Benchmark 1: In 9 instructional weeks when in the school setting Brandy's self-control skills will improve by accepting redirects from adults and following the new direction on 3/10 consecutive opportunities, in 8 different classes, as measured by staff observation using a self-control checklist, with a minimum score of 2/5 on each opportunity.
- Benchmark 2: In 18 instructional weeks when in the school setting Brandy's self-control skills will improve by accepting redirects from adults and following the new direction on 5/10 consecutive opportunities, in 8 different classes, as measured by staff observation using a self-control checklist, with a minimum score of 3/5 on each opportunity.
- Benchmark 3: In 27 instructional weeks when in the school setting Brandy's self-control skills will improve by accepting redirects from adults and following the new direction on 7/10 consecutive opportunities, in 8 different classes, as measured by staff observation using a self-control checklist, with a minimum score of 4/5 on each opportunity.
- Benchmark 4: In 36 instructional weeks when in the school setting Brandy's self-control skills will improve by accepting redirects from adults and following the new direction on 9/10 consecutive opportunities, in 8 different classes, as measured by staff observation using a self-control checklist, with a minimum score of 5/5 on each

- Can Identify Needed Supports
 - Skill SRS.16
 - Domain 9, Lesson 1

- Uses Self-Control
 - Skill SRS.7
 - Domain 9, Lesson 5

- Accepts Constructive Feedback
 - Skill SRS.12
 - Domain 9, Lesson 3

- Deals with Change Initiated by Others
 - SRS. 8
 - Domain 9, Lesson 4

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|---|--|--|
| | <p>opportunity. Brandy, Domain 9-Checklist: Self-Control</p> | |
| <p>10: Social Comprehension</p> <ul style="list-style-type: none"> Jolene | <p>IEP Goal 1: In an IEP year <u>Jolene's</u> social comprehension skills will improve in the school setting when in the presence of peers and/or adults, on 9/10 consecutive interactions; as measured by staff observation using a rubric to score her responses, with a minimum score of 8/9 on each observation.</p> <ul style="list-style-type: none"> Benchmark 1: In 9 instructional weeks <u>Jolene's</u> social comprehension skills will improve in the school setting when in the presence of peers and/or adults, on 9/10 consecutive interactions; as measured by staff observation using a rubric to score her responses, with a minimum score of 2/9 on each observation. Benchmark 2: In 18 instructional weeks <u>Jolene's</u> social comprehension skills will improve in the school setting when in the presence of peers and/or adults, on 9/10 consecutive interactions; as measured by staff observation using a rubric to score her responses, with a minimum score of 4/9 on each observation. Benchmark 3: In 27 instructional weeks <u>Jolene's</u> social comprehension skills will improve in the school setting when in the presence of peers and/or adults, on 9/10 consecutive interactions; as measured by staff observation using a rubric to score her responses, with a minimum score of 6/9 on each observation. Benchmark 4: In 36 instructional weeks <u>Jolene's</u> social comprehension skills will improve in the school setting when in the presence of peers and/or adults, on 9/10 consecutive interactions; as measured by staff observation using a rubric to score her responses, with a minimum score of 8/9 on each observation. <p>Jolene, Domain 10-Social Comprehension Rubric</p> <p>IEP Goal 2: In an IEP year when in various school settings <u>Jolene</u> will demonstrate appropriate use of informal and formal language based on the setting on 9/10 consecutive opportunities, in 8 different settings.</p> <ul style="list-style-type: none"> Benchmark 1: In 9 instructional weeks when in a formal setting (classroom, library, school office, auditorium) <u>Jolene</u> will refrain from using slang or idioms when speaking to peers/adults on 9/10 consecutive opportunities. Benchmark 2: In 18 instructional weeks when in an informal setting (hallway, lunch room, locker room, sporting event) <u>Jolene</u> will refrain from using slang or idioms when speaking to peers if an adult is within 10 feet or closer on 9/10 consecutive opportunities. Benchmark 3: In 27 instructional weeks when in a formal setting (classroom, library, school office, auditorium) and responding to a question from a peer/adult <u>Jolene</u> will respond in a respectful voice & facial expressions on 9/10 consecutive opportunities. Benchmark 4: In 36 instructional weeks when in a formal setting (classroom, library, school office, auditorium) and asking a peer/adult a question <u>Jolene</u> will ask in a respectful voice & facial expressions on 9/10 consecutive opportunities. <p>Jolene, Domain 10-Operational Definition: Respectful Tone & Facial Expressions</p> | <ul style="list-style-type: none"> <input type="checkbox"/> Understands Appropriate Ways to Deal with Problems with Others <ul style="list-style-type: none"> <input type="checkbox"/> Skill SC.13 <input type="checkbox"/> Domain 10, Lesson 1 <input type="checkbox"/> Understands Gossip <ul style="list-style-type: none"> <input type="checkbox"/> Skill SC.12 <input type="checkbox"/> Domain 10, Lesson 2 <input type="checkbox"/> Manages Peer Pressure <ul style="list-style-type: none"> <input type="checkbox"/> Skill SC.11 <input type="checkbox"/> Domain 10, Lesson 3 <input type="checkbox"/> Uses Slang and Idioms in Appropriate Settings <ul style="list-style-type: none"> <input type="checkbox"/> Skill SC.9 <input type="checkbox"/> Domain 10, Lesson 4 <input type="checkbox"/> Uses a Respectful Voice <ul style="list-style-type: none"> <input type="checkbox"/> Skill SC.3 <input type="checkbox"/> Domain 10, Lesson 5 |

