Worksheet: Design to Learn IEP Development Guide

design **TO LEARN**

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Instructions:
In any section where a no (N) answer is given, note your ideas for improving the quality of the goal in that area. Once you have worked through sections A through F, use your ideas to revise your goal in the box labeled *Final Goal Revision*

SAMPLE

Initial Goal		Maria will repeat the names of states after teacher says them during geography studies
		A. Is the goal Focused and Precise?
Y	N	1. Does the goal have one clear focus, as opposed to several different ones?
Y	N	2. Can you picture exactly what the student will do (what behaviors the student will use) to achieve the goal?
Y	N	3. Can you picture in what places and activities the learning will occur?
Y	N	4. Can you picture the cues that the teacher will provide to support learning the goal?
		<u>Suggested Changes/additions</u> Maria will use voice output device to answer questions about her state, city and neighborhood correctly and will point to the correct location on the map.
		B. Will the goal be Measured appropriately?
Y	N	5. Does the goal include a way of measuring performance that is appropriate and that reflects the most important aspect of the behavior targeted?
Y	N	6. Does the criterion for achieving the goal make sense and represent meaningful progress?
Y	N	7. Will progress be monitored frequently enough so that the learning environment can be adjusted promptly in response to the student's successes or difficulties?
Y	N	8. Is it clear whose responsibility it is to collect progress data?
		<u>Suggested Changes/additions</u> Maria will use voice output device to answer four questions about her state, city and will point to the correct location on the map three out of four opportunities for the duration of the classroom unit called "My World"
		C. Does the goal target Active Participation?
Y	N	9. Does the goal encourage the student's full and active participation in activities with peers?
Y	N	10. Does the goal foster interactions and relationships that will support participation in the community and family?
Y	N	11. Will the new skills increase the student's capacity to function more independently in the "real world"?
		<u>Suggested Changes/additions</u> Maria will be able to answer the questions during classroom activities with peers for the duration of the classroom unit called "My World"

		D. Is the goal Student-centered?
Y	**N**	12. Will the learning occur during preferred activities that motivate the student?
Y	N	13. Does the student have the physical, sensory and intellectual abilities required to learn the targeted skills?
Y	N	14. Does this goal offer a reasonable challenge for this particular student?
Y	N	15. Does the goal describe cues that match the student's needs?

Suggested Changes/additions

Possibly peer-led activities like a game activity-where everyone spins the dial and answers the question to move forward. If she answers four questions correctly, she "wins".

		E. Is the goal Functional?
Y	N	16. Do the behaviors to be learned serve a useful purpose for this student (for instance, saying a word to *ask* for something, rather than merely repeating the sound)?
Y	**N**	17. Are the targeted behaviors likely to carry over to other settings and materials outside of the learning context?
Y	N	18. Can the goal be implemented by nonprofessionals under natural conditions outside of school?

Suggested Changes/additions

In her self-contained classroom and in her inclusive 3rd grade setting

		F. Is the goal educationally appropriate?
Y	N	19. Do the targeted skills represent logical next steps based on the student's current skills?
Y	N	20. Is it possible to address the goal at least daily?
Y	N	21. Will the targeted skills help the student make progress toward the attainment of relevant educational standards?

Suggested Changes/additions

Final Goal Revision

Given four opportunities in every day, Maria will use voice output device to answer questions posed by teachers, assistants and peers about her state, city and neighborhood correctly and will point to the correct location on the map. Criteria for this goal is for Maria to correctly answer in three out of four opportunities for the duration of the classroom unit with peers called "My World"

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