Design to Learn IEP Development Worksheet

design
to LEARN

Charity Rowland, Emily Dayle Quinn, Sandra A. M. Steiner & Gayl Bowser

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*

Initial Goal		Sammy will use his symbols to communicate needs and desires with 80% accuracy
		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?
		Suggested Changes/additions
		Sammy will request desired activities by pointing to picture symbols from array of 3 pictures at PE in gym or on playground, after teacher signs and says "What would you like to do now?" and points toward symbols.
		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?
		Suggested Changes/additions
		Progress will be measured in two activities per week by educational assistant, with goal that Sammy points to symbol of preferred activity within 30 seconds after cue in 3/4 opportunities.
		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"?
		Suggested Changes/additions
		Sammy will request desired activities by pointing to picture symbols from array of 3 pictures at group PE activities in gym or on playground, after teacher signs and says "What would you like to do now?" and points toward symbols.

		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

Sammy will request desired activities by pointing to picture symbols from array of 3 pictures including at least one symbol for a non-preferred activity at group PE activities in gym or on playground, after teacher signs and says "What would you like to do now?" and points toward symbols….

		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
None

		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
None

Final Goal Revision
Sammy will request desired activities by pointing to picture symbols from array of 3 pictures including at least one symbol for a non-preferred activity at group PE activities in gym or on playground, after teacher signs and says "What would you like to do now?" and points toward symbols.

Progress will be measured in two activities per week by educational assistant, with goal that Sammy points to symbol of preferred activity within 30 seconds after cue in 3/4 opportunities.