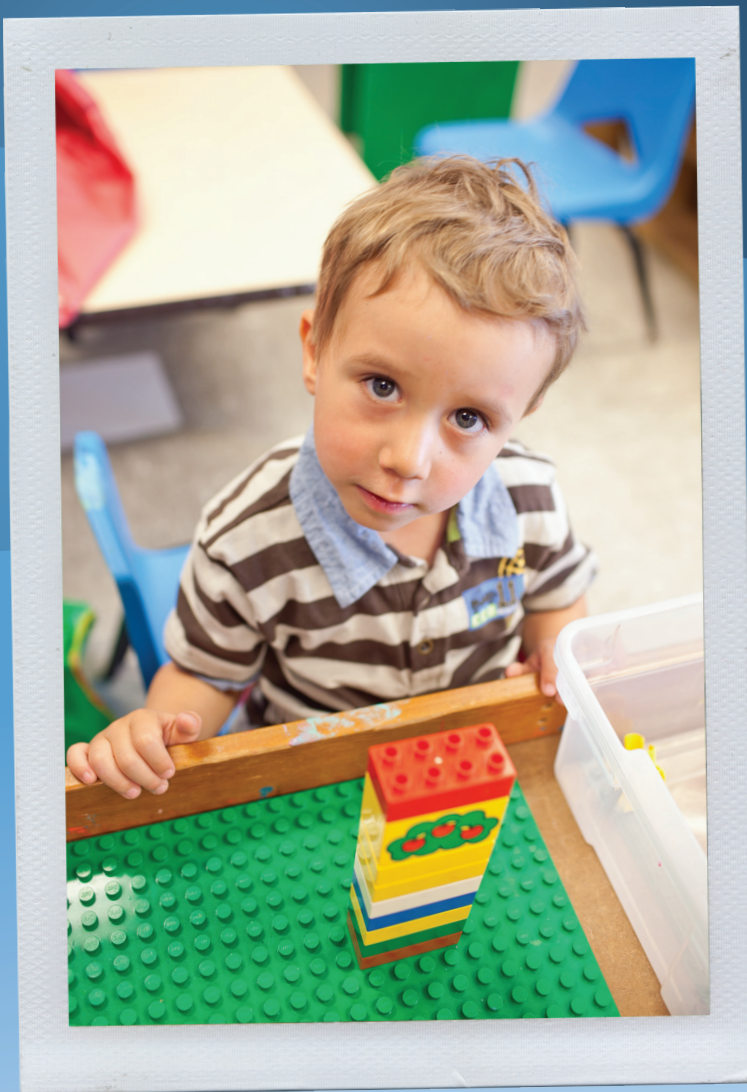*Enhancing Recognition of High Quality, Functional*

IEP Goals

A training activity for Early Childhood Special Education staff

Anne Lucas
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Mary Louise Peters
Joicey Hurth

ECTA Center
The Early Childhood Technical Assistance Center

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The Early Childhood Technical Assistance Center

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June 2014
Enhancing Recognition of High Quality, Functional IEP Goals
A training activity for Early Childhood Special Education staff

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Enhancing Recognition
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with support from Dathan Rush, M'Lisa Shelden, Debbie Cate and Megan Vinh

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Enhancing Recognition
of High Quality, Functional IEP Goals
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with support from Dathan Rush, M'Lisa Shelden, Debbie Cate and Megan Vinh

Background

This training activity was created to support participants' understanding of the criteria needed to develop and write high quality, participation-based Individualized Education Program (IEP) goals. The term "functional" is often used to describe what goals ought to be, yet many Early Childhood Special Education (ECSE) staff (e.g., teachers and related services staff) struggle to define what makes a goal "functional." Still others struggle with making goals meet the criteria set forth in regulations, as well as have meaning for families. Reviews of existing resources developed by national experts provided a framework for considering IEP goals to determine if the goals are high quality and support the child's participation in everyday routines and activities.

The key to supporting the development of high quality, participation-based goals is creating a clear and deliberate link between every step of the IEP process, beginning with interactions with the family during initial contacts and referral through the development of the IEP, and beyond. Critical to this process is the fundamental belief that children learn best through their participation in everyday activities and routines with familiar people. Also critical to this process are three important skills for providers:

- The ability to understand how to gather information from families throughout the process,
- The ability to conduct a functional assessment that gives a clear picture of the child's abilities and needs in the child's natural, everyday settings, activities and routines, and;
- The ability to use the information to develop goals.

Throughout the process of gathering information from families, special attention should be paid to the information the family shares about what's working well for them, as well as what is challenging. When paired with the ECSE staff's knowledge of early development and functional assessment occurring in multiple situations and settings, and over time, information from families provides all that is needed to develop high quality, participation-based goals.

An IFSP Outcome-oriented version of this activity is available at the following URL:

- *http://www.ectacenter.org/~pdfs/pubs/rating-ifsp.pdf*

The Early Childhood Technical Assistance Center used nationally respected sources to identify six key criteria that define IEP Goals as high quality and participation-based:

- **The goal is written in plain language and is jargon-free.** This means that the goal is written so that is understandable by the family and the general public, and does not include professional jargon or practitioner "speak." For example, the goal should describe how the child will move, such as reaching up or down for books, instead of using phrases like "range of motion." Another example would be wording a goal so that it describes a child's ability to speak words clearly to make herself understood, rather than using the term "articulation."

- **The goal emphasizes the positive.** This means that the focus of the whole goal statement is positive, and states what the child will do, rather than what s/he will not do or stop doing. If there are any negative words within the statement, it is not a positively worded goal. For example, the goal should state, "*John will chew and swallow food when eating*" rather than "*John will not spit out food when eating.*"

- **The goal describes the child's involvement in age-appropriate activities to address academic and functional areas.** This means that goals address developmentally appropriate routines and activities related to promoting the child's positive social relationships, acquisition and use of knowledge and skills, and use of appropriate actions to meet needs. This includes academic areas that are appropriate for young children (i.e., early literacy and math) as well as activities and skills needed for functional independence. Specific isolated skills (e.g., test items that were missed during evaluation) or rote responses (e.g., memorizing days of the week or colors), are not considered age-appropriate, academic or functional for young children. The goal describes the conditions in which the child will demonstrate progress, and does not name a placement or educational environment.

- **The goal is measurable and observable.** Observable means that there is evidence available through hearing and/or seeing the child say or do the things described in the goal. Measurable means that the evidence is quantifiable (e.g., describes the level of performance that will be needed to achieve the goal and determine if progress has been made) and the evidence can be documented. Measurement criteria must be developmentally and individually appropriate. For example, observable goals include active words such as eat, play, talk, walk, etc. instead of passive words such as tolerate or receive, increase, decrease, improve or maintain. Statements of measurement include how many times (i.e., 4 of 5 times or "every time"), and length of time (i.e., "for five minutes"). Inadequate goals do not provide indication of measurement, or have progress criteria that aren't appropriate for the individual child.

- **The goal describes how the child will demonstrate what they know or can do.** This means that the goal describes what the child will do and includes clear strategies and/or accommodations. An insufficient example is, "*Alice will answer questions.*" This example does not describe when or how Alice will answer

questions. A better example of this criteria is, "*Using cards or pictures* (this names a strategy), *Alice will play games with an adult and child to both ask and answer questions*" (this describes what the child will do).

- **The goal describes the situations in which the child will demonstrate the goal, and does not name a placement or educational environment.** This means that the goal describes the general routine or activity where the child completes the task without identifying the setting or a specific location. Goals should be written so that the child can accomplish them anywhere. For example, "*Sally will be supported to stand while painting or drawing*" rather than "*Sally will be supported to stand while at the art table*". Another good example is, "*Julia will hang up her coat when coming in from outdoors*" instead of "*Julia will hang up her coat in her locker when coming in from recess.*"

When the child's contextual information is available (e.g., assessment information, the child's IEP), the following IEP Goal criteria should also be evaluated:

- The goal includes what the child is doing now and includes the family's input and concerns.
- The goal is achievable in one year and specific timelines are noted.
- The goal details special factors related to communication, assistive technology and support specific to the child's disability and/or English language learning.

IEP Goals Rating Activity

A. Materials Preparation

1. Print the **Criteria Defining High Quality, Participation-Based IEP Goals** (Appendix A on page 9) and the **Answer Key to Rating High Quality, Participation-Based IEP Goals** (Appendix E on page 26) for each participant.

2. The **IEP Goal Cards** (Appendix B on page 11) contains 24 IEP goal statements (2 per page). Print the goals statements on card stock and cut on lines indicated for a 4 x 6" card, or print on plain paper and glue to 4 x 6" index card.

3. Print the **IEP Goals Placemat** (Appendix C on page 24) on a white piece of 8½ x 11" paper and laminate.

   NOTE: The placemat included in this publication is 8½ x 11" in size so that they may be printed on any standard printer. A larger placemat measuring 11 x 17" in size is available for download from the following URL:

   - *http://www.ectacenter.org/~pdfs/pubs/rating-ifsp-placemat-11x17.pdf*

   In instances where this activity will be used with IFSP-oriented groups as well, the IFSP placemat may be printed on the same paper (front and back) and/or laminated for durability.

4. One set of goal statements will make 24 cards. One set of 24 cards goes with each placemat. Make as many sets as needed for the groups completing the activity.

B. Activity Instructions

The rating activity is designed to be used in multiple ways with different kinds of groups. Groups that are either familiar with the IEP or in groups where participants are mixed in their experience may use it. In those situations, it is suggested that less familiar participants sit at tables with others who are familiar with the IEP, so that they can work through the criteria together. The recommended group size is 3-6 people.

1. Provide a copy of the **Criteria Defining High Quality, Participation-Based IEP Goals** to each participant.

2. Give **one placemat** and one set of **24 IEP Goal Cards** to each group. **Be sure to shuffle the cards** so that goal statements are *not* in the order they are on the answer key.

3. Have each group put a card in the center of the placemat so that the printed grid on the card matches up with the placemat (shown below):

4. Within each small group, have the participants rate the statement by writing "yes" or "no" in each quadrant, based on whether the statement meets each of the corresponding criteria. Encourage participants to refer to the **Criteria Defining High Quality, Participation-Based IEP Goals** while completing the ratings for each statement.

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5. Repeat for each card.

6. Have the participants separate the cards into "high quality" statements and "substandard" statements. **Statements that fail to meet all criteria (all those with a "no" in any quadrant) go into the "substandard" pile**.

7. Distribute the **Answer Key to Rating IEP Goals** (Appendix D on page 26). Ask your participants to compare their answers with the answer key.

8. Debrief with the group, asking questions such as:

   • Where did you get stuck with a goal statement? (Listen for varying interpretations of the criteria.)

   • How might this activity help you in your work and within your team?

   • What additional supports do you need to help you successfully identify whether or not an IEP Goal is of high quality and is participation-based?

Those using the activity to fit the context of the participants and their learning needs may add other questions to the debriefing.

NOTE: The criteria described in the bottom center box of the placemat should not be rated during the training activity. Be sure to tell participants that they are criteria to be considered when the child's IEP and assessment information is available, but for the purposes of the activity, they are reference information only.

Alternate Activity

A blank **Worksheet for Rating IEP Goals** (Appendix E on page 31) of the activity has also been provided for the IEP Goal Cards. Provide copies of the worksheets to participants or groups with or without using the placemats or cards. Encourage participants to refer to the **Criteria Defining High Quality, Participation-Based IEP Goals** (Appendix A on page 9) while completing the ratings for each statement.

In this version of the rating activity, participants write "yes" or "no" in each box under the criteria to rate goals. Participants can then compare their answers with the **Answer Key to Rating IEP Goals** (Appendix D on page 26).

Tell us what you think.

If you used this training activity, consider evaluating it!

http://ectacenter.org/eval

Your feedback is important to us.

Thank you for your time and attention!

Appendix A:

Criteria Defining
High Quality, Participation-Based
IEP Goals

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Criteria Defining
High Quality, Participation-Based
IEP Goals

- **The goal is written in plain language and is jargon-free.** This means that the goal is written so that is understandable by the family and the general public, and does not include professional jargon or practitioner "speak." For example, the goal should describe how the child will move, such as reaching up or down for books, instead of using phrases like "range of motion." Another example would be wording a goal so that it describes a child's ability to speak words clearly to make herself understood, rather than using the term "articulation."

- **The goal emphasizes the positive.** This means that the focus of the whole goal statement is positive, and states what the child will do, rather than what s/he will not do or stop doing. If there are any negative words within the statement, it is not a positively worded goal. For example, the goal should state, *"John will chew and swallow food when eating"* rather than *"John will not spit out food when eating."*

- **The goal describes the child's involvement in age-appropriate activities to address academic and functional areas.** This means that goals address developmentally appropriate routines and activities related to promoting the child's positive social relationships, acquisition and use of knowledge and skills, and use of appropriate actions to meet needs. This includes academic areas that are appropriate for young children (i.e., early literacy and math) as well as activities and skills needed for functional independence. Specific isolated skills (e.g., test items that were missed during evaluation) or rote responses (e.g., memorizing days of the week or colors), are not considered age-appropriate, academic or functional for young children. The goal describes the conditions in which the child will demonstrate progress, and does not name a placement or educational environment.

- **The goal is measurable and observable.** Observable means that there is evidence available through hearing and/or seeing the child say or do the things described in the goal. Measurable means that the evidence is quantifiable (e.g., describes the level of performance that will be needed to achieve the goal and determine if progress has been made) and the evidence can be documented. Measurement criteria must be developmentally and individually appropriate. For example, observable goals include active words such as eat, play, talk, walk, etc. instead of passive words such as tolerate or receive, increase, decrease, improve or maintain. Statements of measurement include how many times (i.e., 4 of 5 times or "every time"), and length of time (i.e., "for five minutes"). Inadequate goals do not provide indication of measurement, or have progress criteria that aren't appropriate for the individual child.

- **The goal describes how the child will demonstrate what they know or can do.** This means that the goal describes what the child will do, and includes clear strategies and/or accommodations. An insufficient example is, *"Alice will answer questions."* This example does not describe when or how Alice will answer questions. A better example of this criteria is, *"Using cards or pictures* (this names a strategy), *Alice will play games with an adult and child to both ask and answer questions"* (this describes what the child will do).

- **The goal describes the situations in which the child will demonstrate the goal, and does not name a placement or educational environment.** This means that the goal describes the general routine or activity where the child completes the task, without identifying the setting or a specific location. Goals should be written so that the child can accomplish them anywhere. For example, *"Sally will be supported to stand while painting or drawing"* rather than *"Sally will be supported to stand while at the art table."* Another good example is, *"Julia will hang up her coat when coming in from outdoors"* instead of *"Julia will hang up her coat in her locker when coming in from recess."*

Appendix B:

IEP Goal Cards

	IEP Goal Card 1		
	On her own, Jayne will play with a variety of toys and materials (such as pretending to cook, playing with dolls, cars, or blocks, using paints or crayons) at least twice a day.		
	IEP Goal Card 2		✂ *Cut here*
	When sitting in a chair with arms or other supports (pads and a footrest), Ellie will feed herself using a spoon or fork for at least half of her meal once a day.		Each card is numbered to make it easy to review and match up with the worksheet in Appendix D and Answer Key in Appendix C.

	IEP Goal Card 3		Carefully cut and detach these two cards to include them in the activity. The gridded lines on these cards match up with the IEP Placemat in Appendix B and are used to write in a "yes" or "no" answer.
	At least twice a week, Betsy will share details with adults and friends about recent activities using three to four complete sentences.		
	IEP Goal Card 4		✂ Cut here Each card is numbered to make it easy to review and match up with the worksheet in Appendix D and Answer Key in Appendix C.
	When asked what he wants, Nathan will use words and/or gestures, including refusals (no, don't like it) to convey needs and wants most of the time (4 out of 5 times) throughout his routines and activities each day.		

	IEP Goal Card 5	
When given two items or tasks, Nathan will choose by reaching for the object or picture he wants 3 out of 4 times during play and mealtime each day.		
	IEP Goal Card 6	
Mattie will play by selecting a toy, trying new ways to play with it, or exploring other toys for 5 minutes at a time at least once each day.		

	IEP Goal Card 7		
	# Dianna will clear her plate from the table at the end of each meal or snack without reminders.		
	IEP Goal Card 8		
	# Clarita will be safe when climbing up and down stairs and moving around obstacles by holding an adults hand every time during routines throughout the day.		

	IEP Goal Card 9		
	# Efrat will use large crayons or thick markers by himself to draw pictures that tell a story.		
	IEP Goal Card 10		✂ *Cut here* Each card is numbered to make it easy to review and match up with the worksheet in Appendix D and Answer Key in Appendix C.
	Kenny will respond to simple questions (e.g. "Do you want more?", "What's this?") with appropriate words or actions most of the time (4 of 5 times) when looking at books each day.		

	IEP Goal Card 11		Carefully cut and detach these two cards to include them in the activity. The gridded lines on these cards match up with the IEP Placemat in Appendix B and are used to write in a "yes" or "no" answer.
	With a verbal reminder to do so, Juan will put on his jacket by himself each day before going outside.		
	IEP Goal Card 12		✂ *Cut here* Each card is numbered to make it easy to review and match up with the worksheet in Appendix D and Answer Key in Appendix C.
	Gerardo will talk better and do things he likes throughout his day, similar to other 3 year olds.		

IEP Goal Card 13		
I want my child to talk more so that he is better understood by others.		
IEP Goal Card 14		✂ *Cut here* Each card is numbered to make it easy to review and match up with the worksheet in Appendix D and Answer Key in Appendix C.
Gelada will play games with other children.		

	IEP Goal Card 15		Carefully cut and detach these two cards to include them in the activity. The gridded lines on these cards match up with the IEP Placemat in Appendix B and are used to write in a "yes" or "no" answer.
	Ethan will improve his visual and auditory attention to routine tasks.		
	IEP Goal Card 16		✂ *Cut here* Each card is numbered to make it easy to review and match up with the worksheet in Appendix D and Answer Key in Appendix C.
	Chris will play in all play areas at Sunshine Child Care each day.		

Enhancing Recognition of High Quality, Functional IEP Goals   19

	IEP Goal Card 17		
	Jay will play by himself for at least 15 minutes at Cherry Cheeks Preschool, choosing various types of toys (such as blocks, art materials, trucks, etc.).		
	IEP Goal Card 18		 Each card is numbered to make it easy to review and match up with the worksheet in Appendix D and Answer Key in Appendix C.
	Abby will use pincer grasp whenever playing with small toys and eating.		

	IEP Goal Card 19		
	# Daniel will make 3 choices four out of five days.		
	IEP Goal Card 20		
	# Whenever verbally prompted, Melissa will give a 2-word response to a question without crying or displaying physical resistance during transition from one activity to another.		

	IEP Goal Card 21		
	# Child will stop crying when separating from parents when coming into the child care center each day.		
	IEP Goal Card 22		✂ *Cut here* Each card is numbered to make it easy to review and match up with the worksheet in Appendix D and Answer Key in Appendix C.
	# Denny will use words to say what he needs and wants without reminders in a variety of daily routines and experiences at school.		

	IEP Goal Card 23		
	Henry will immediately come when told to do so.		
	IEP Goal Card 24		✂ *Cut here*
	Ethan will complete all self-care routines with 2 or fewer verbal and picture symbol cues each day.		

Appendix C:

IEP Goals Placemat

Criteria Defining

High Quality, Participation-Based

IEP Goals

The goal is written in plain language and is jargon-free.

The goal emphasizes the positive.

The goal describes the child's involvement in age-appropriate activities to address academic and functional areas.

The goal is measurable and observable.

The goal describes how the child will demonstrate what they know or can do.

The goal describes the situation in which the child will demonstrate the goal, and does not name a placement or educational environment.

Place Card Here

When the child's contextual information is available, the following IEP goal criteria can also be evaluated:

- The goal includes what the child is doing now and includes the family's input and concerns.
- The goal is achievable in one year and specific timelines are noted.
- The goal details Special Factors related to communication, assistive technology and supports specific to the child's disability and/or English language learning.

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Appendix D:

Answer Key to Rating IEP Goals

Answer Key to Rating IEP Goals
Participation-based, High Quality vs. Skills-based, Substandard

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Rating Criteria:[1]

- The goal is written in plain language and is jargon-free.
- The goal emphasizes the positive.
- The goal describes the child's involvement in age-appropriate activities to address academic and functional areas.
- The goal is measurable and observable.
- The goal describes how the child will demonstrate what they know or can do.
- The goal describes the situation in which the child will demonstrate the goal, and does not name a placement or educational environment.

The following table uses the word "Yes" to mean that the goal meets the criteria listed, and "No" to mean that the goal does not meet the criteria listed. A participation-based, high quality goal is one that meets *all* of the criteria.

Sample IEP GOALS	Meets Criteria? — *Yes or No*					
	Plain language; jargon free	Positive Wording	Age-appropriate activities	Measureable and observable	Describes how the child will demonstrate what they know	Describes situation; does not name placement
1. On her own, Jayne will play with a variety of toys and materials (such as pretending to cook, playing with dolls, cars, or blocks, using paints or crayons) at least twice a day.	Yes	Yes	Yes	Yes	Yes	Yes
2. When sitting in a chair with arms or other supports (pads and a footrest), Ellie will feed herself using a spoon or fork for at least half of her meal once a day.	Yes	Yes	Yes	Yes	Yes	Yes

[1] When the child's contextual information (medical or developmental information, evaluation results, family information, etc.) is available, the following IEP goal criteria can also be evaluated:
- The GOAL includes what the child is doing now and includes the family's input and concerns.
- The GOAL is achievable in one year and specific timelines are noted.
- The GOAL details Special Factors related to communication, assistive technology and supports specific to the child's disability and/or English language learning.

Sample IEP GOALS	Meets Criteria? — Yes or No					
	Plain language; jargon free	Positive Wording	Age-appropriate activities	Measureable and observable	Describes how the child will demonstrate what they know	Describes situation; does not name placement
3. At least twice a week, Betsy will share details with adults and friends about recent activities using three to four complete sentences.	Yes	Yes	Yes	Yes	Yes	Yes
4. When asked what he wants, Nathan will use words and/or gestures, including refusals (no, don't like it) to convey needs and wants most of the time (4 out of 5 times) throughout his routines and activities each day.	Yes	Yes	Yes	Yes	Yes	Yes
5. When given two items or tasks, Nathan will choose by reaching for the object or picture he wants 3 out of 4 times during play and mealtime each day.	Yes	Yes	Yes	Yes	Yes	Yes
6. Mattie will play by selecting a toy, trying new ways to play with it, or exploring other toys for 5 minutes at a time at least once each day.	Yes	Yes	Yes	Yes	Yes	Yes
7. Dianna will clear her plate from the table at the end of each meal or snack without reminders.	Yes	Yes	Yes	Yes	Yes	Yes
8. Clarita will be safe when climbing up and down stairs and moving around obstacles by holding an adults hand every time during routines throughout the day.	Yes	Yes	Yes	Yes	Yes	Yes
9. Efrat will use large crayons or thick markers by himself to draw pictures that tell a story.	Yes	Yes	Yes	Yes	Yes	Yes
10. Kenny will respond to simple questions (e.g. "Do you want more?", "What's this?") with appropriate words or actions most of the time (4 of 5 times) when looking at books each day.	Yes	Yes	Yes	Yes	Yes	Yes

Answer Key to **Rating IEP Goals**

ectacenter.org/~pdfs/pubs/rating-iep.pdf

Sample IEP GOALS	Meets Criteria? — Yes or No					
	Plain language; jargon free	Positive Wording	Age-appropriate activities	Measureable and observable	Describes how the child will demonstrate what they know	Describes situation; does not name placement
11. With a verbal reminder to do so, Juan will put on his jacket by himself each day before going outside.	Yes	Yes	Yes	Yes	Yes	Yes
12. Gerardo will talk better and do things he likes throughout his day, similar to other 3 year olds.	Yes	Yes	Yes	No	No	No
13. I want my child to talk more so that he is better understood by others.	Yes	Yes	Yes	No	No	No
14. Gelada will play games with other children.	Yes	Yes	Yes	No	No	No
15. Ethan will improve his visual and auditory attention to routine tasks.	No	Yes	Yes	No	No	No
16. Chris will play in all play areas at Sunshine Child Care each day.	Yes	Yes	Yes	No	No	Yes
17. Jay will play by himself for at least 15 minutes at Cherry Cheeks Preschool, choosing various types of toys (such as blocks, art materials, trucks, etc.).	Yes	Yes	Yes	Yes	Yes	No
18. Abby will use pincer grasp whenever playing with small toys and eating.	No	Yes	Yes	Yes	Yes	Yes
19. Daniel will make 3 choices four out of five days.	Yes	Yes	No	Yes	No	No
20. Whenever verbally prompted, Melissa will give a 2-word response to a question without crying or displaying physical resistance during transition from one activity to another.	No	No	Yes	Yes	Yes	Yes
21. Child will stop crying when separating from parents when coming into the child care center each day.	Yes	No	Yes	Yes	No	No

Answer Key to **Rating IEP Goals**

Sample IEP GOALS	Meets Criteria? — *Yes or No*					
	Plain language; jargon free	Positive Wording	Age-appropriate activities	Measureable and observable	Describes how the child will demonstrate what they know	Describes situation; does not name placement
22. Denny will use words to say what he needs and wants without reminders in a variety of daily routines and experiences at school.	Yes	Yes	Yes	No	Yes	No
23. Henry will immediately come when told to do so.	Yes	Yes	No	No	No	No
24. Ethan will complete all self-care routines with 2 or fewer verbal and picture symbol cues each day.	No	Yes	Yes	Yes	Yes	Yes

Answer Key to **Rating IEP Goals**

Appendix E:

Worksheet for Rating IEP Goals

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Answer Key to Rating IEP Goals
Participation-based, High Quality vs. Skills-based, Substandard

Rating Criteria:[1]

- The goal is written in plain language and is jargon-free.
- The goal emphasizes the positive.
- The goal describes the child's involvement in age-appropriate activities to address academic and functional areas.
- The goal is measurable and observable.
- The goal describes how the child will demonstrate what they know or can do.
- The goal describes the situation in which the child will demonstrate the goal, and does not name a placement or educational environment.

The following table uses the word "Yes" to mean that the goal meets the criteria listed, and "No" to mean that the goal does not meet the criteria listed. A participation-based, high quality goal is one that meets *all* of the criteria.

Sample IEP GOALS	Meets Criteria? — *Yes or No*					
	Plain language; jargon free	Positive Wording	Age-appropriate activities	Measureable and observable	Describes how the child will demonstrate what they know	Describes situation; does not name placement
1. On her own, Jayne will play with a variety of toys and materials (such as pretending to cook, playing with dolls, cars, or blocks, using paints or crayons) at least twice a day.	Yes	Yes	Yes	Yes	Yes	Yes
2. When sitting in a chair with arms or other supports (pads and a footrest), Ellie will feed herself using a spoon or fork for at least half of her meal once a day.	Yes	Yes	Yes	Yes	Yes	Yes

[1] When the child's contextual information (medical or developmental information, evaluation results, family information, etc.) is available, the following IEP goal criteria can also be evaluated:

- The GOAL includes what the child is doing now and includes the family's input and concerns.
- The GOAL is achievable in one year and specific timelines are noted.
- The GOAL details Special Factors related to communication, assistive technology and supports specific to the child's disability and/or English language learning.

Worksheet for Rating IEP Goals

ectacenter.org/~pdfs/pubs/rating-iep.pdf

Sample IEP GOALS	Meets Criteria? — Yes or No					
	Plain language; jargon free	Positive Wording	Age-appropriate activities	Measureable and observable	Describes how the child will demonstrate what they know	Describes situation; does not name placement
3. At least twice a week, Betsy will share details with adults and friends about recent activities using three to four complete sentences.						
4. When asked what he wants, Nathan will use words and/or gestures, including refusals (no, don't like it) to convey needs and wants most of the time (4 out of 5 times) throughout his routines and activities each day.						
5. When given two items or tasks, Nathan will choose by reaching for the object or picture he wants 3 out of 4 times during play and mealtime each day.						
6. Mattie will play by selecting a toy, trying new ways to play with it, or exploring other toys for 5 minutes at a time at least once each day.						
7. Dianna will clear her plate from the table at the end of each meal or snack without reminders.						
8. Clarita will be safe when climbing up and down stairs and moving around obstacles by holding an adults hand every time during routines throughout the day.						
9. Efrat will use large crayons or thick markers by himself to draw pictures that tell a story.						
10. Kenny will respond to simple questions (e.g. "Do you want more?", "What's this?") with appropriate words or actions most of the time (4 of 5 times) when looking at books each day.						

Worksheet for **Rating IEP Goals**

Sample IEP GOALS	Meets Criteria? — Yes or No					
	Plain language; jargon free	Positive Wording	Age-appropriate activities	Measureable and observable	Describes how the child will demonstrate what they know	Describes situation; does not name placement
11. With a verbal reminder to do so, Juan will put on his jacket by himself each day before going outside.						
12. Gerardo will talk better and do things he likes throughout his day, similar to other 3 year olds.						
13. I want my child to talk more so that he is better understood by others.						
14. Gelada will play games with other children.						
15. Ethan will improve his visual and auditory attention to routine tasks.						
16. Chris will play in all play areas at Sunshine Child Care each day.						
17. Jay will play by himself for at least 15 minutes at Cherry Cheeks Preschool, choosing various types of toys (such as blocks, art materials, trucks, etc.).						
18. Abby will use pincer grasp whenever playing with small toys and eating.						
19. Daniel will make 3 choices four out of five days.						
20. Whenever verbally prompted, Melissa will give a 2-word response to a question without crying or displaying physical resistance during transition from one activity to another.						
21. Child will stop crying when separating from parents when coming into the child care center each day.						

Worksheet for **Rating IEP Goals**

Sample IEP GOALS	Meets Criteria? — Yes or No					
	Plain language; jargon free	Positive Wording	Age-appropriate activities	Measureable and observable	Describes how the child will demonstrate what they know	Describes situation; does not name placement
22. Denny will use words to say what he needs and wants without reminders in a variety of daily routines and experiences at school.						
23. Henry will immediately come when told to do so.						
24. Ethan will complete all self-care routines with 2 or fewer verbal and picture symbol cues each day.						

Appendix F:

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