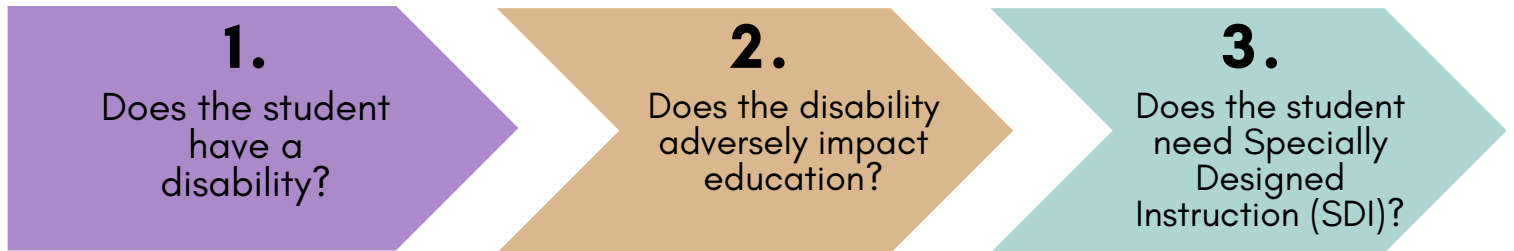


IEP Tips and SMART Goals

Getting services at school starts with evaluation. Eligible students get an Individualized Education Program (IEP), which describes a student's present levels of performance and how specially designed instruction (SDI) supports progress toward annual goals.

STEP 1: EVALUATE

To determine eligibility for special education, the school district collects data to answer 3 primary questions:



If the answer to all three questions is 'Yes', the student qualifies for an Individualized Education Program (IEP). If the answer to any of the three questions is 'No', the student may be eligible for support through a [Section 504 Plan](#).

- Does the data being collected capture information in all areas of concern? Yes No

TIP: District special education staff can provide input if more specialized evaluation tools are needed.

STEP 2: WRITE THE PRESENT LEVELS OF PERFORMANCE

When an IEP is drafted, information from the evaluation transfers to the present levels of academic achievement and functional performance (PLOP for short). Students, family members, and outside providers may contribute additional information. There are required elements, depending on age:

Preschool
How does the disability affect appropriate activities within the natural environment?

School-Aged Children
How does the disability affect involvement and progress in general education?

TIP: This section of the IEP can describe how teaching strategies support a student and create opportunities for progress toward goals.

- Does the PLOP list talents and skills to encourage a strength based IEP? Yes No

If the PLOP does not list talents and skills, what could be added?

TALENTS

SKILLS

STEP 3: WRITE GOALS TO MEASURE EFFECTIVENESS OF SPECIALLY DESIGNED INSTRUCTION (SDI)

Goals are written for each area of SDI that a student is eligible to receive. Remember that the 3-part evaluation determines whether SDI is needed. Evaluation, Present Levels of Performance (PLOP), and goals are tied to the same data points.

Here are some questions to consider when reading/writing goals with the IEP team. Reprint this and the next page as many times as needed to address all of your child's IEP goals.

- Are the student's natural talents and curiosity described and appreciated as part of goal-setting?

Yes No

What could be added?

- What is the SDI to support the goal?

- Why is it a good approach or strategy for this learner?

- Does the goal provide opportunities for appropriate progress, in light of the child's circumstances?

Yes No

Explain:

- Can the student use their own words to describe the goal and how they are making progress?

Yes No

Explain:

TIP: [Student goal-tracking worksheets](#) are readily available online.

• Is the goal SMART?

Explain:

S PECIFIC Is the targeted skill clearly named or described? How will it be taught?	<input type="checkbox"/> Yes <input type="checkbox"/> No	<div style="border: 1px solid black; height: 40px;"></div>
M EASUREABLE How will progress toward the goal be observed or measured?	<input type="checkbox"/> Yes <input type="checkbox"/> No	<div style="border: 1px solid black; height: 40px;"></div>
A CHIEVABLE Is this goal realistic for the student, considering current abilities?	<input type="checkbox"/> Yes <input type="checkbox"/> No	<div style="border: 1px solid black; height: 40px;"></div>
R ELEVANT Is the skill something that is useful and necessary for the student's success in school and life?	<input type="checkbox"/> Yes <input type="checkbox"/> No	<div style="border: 1px solid black; height: 40px;"></div>
T IME BOUND What specific date is set to determine whether the goal is met?	<input type="checkbox"/> Yes <input type="checkbox"/> No	<div style="border: 1px solid black; height: 40px;"></div>

Learn more about SMART Goals in [this video](#).

STEP 3: GRID FOR GOAL DEVELOPMENT

In accordance with the Individuals with Disabilities Education Act (IDEA), an IEP goal is reasonably calculated to enable a child to make progress appropriate, in light of the child's circumstances. Parents/students have the right to participate in goal setting and progress monitoring. Use this grid to outline goal setting and to note whether written goals are SMART.

CHALLENGE	SKILL	SDI (STRATEGY)	SMART
What is the barrier/issue?	What can be learned?	How is the new skill taught?	Is it a SMART goal?
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