Activity 5.2.

IEP Goal Sentence Frame

Supporting chapter: Chapter 5 (Goals)

Purpose: The purpose of this activity is to develop the skill of writing meaningful and measurable goals.

Direction: Practice writing a goal by completing the sentence frame, writing the full goal statement, and checking to see that all BEST elements were included.

By _____

State the *time line* or date when the desired behavior will be accomplished

_____(Student's name) will _____(behavior)

Specifically state the name of the student and the desired *behavior* that he/she will be able to do that they currently cannot do. Use concreate sensory specific language.

in _____(condition/context)

Use *specific* language that describes the condition (example: in a conversation) and the context (example, when asked) for when the student will demonstrate the desired behavior.

with _____supports

List any supports that the student may need to meet the goal. (Example: Use of a Spanish-English Dictionary, use of a computer)

with _____ accuracy as measured by _____

Evaluate if the desired behavior was achieved by indicating the assessment measure (Example: rubric, checklist) and the quantifiable performance indicator (Example: 80%, 3 out of 5 opportunities)

Using the previous information, write a goal statement.

By _____(time line) _____(student) will _____(behavior) in _____(condition/context) with _____ supports as measured by _____ with _____ accuracy as measured by _____.

Note: Rearrange the sentence so it makes logical sense and then check that it is your BEST goal statement.

Activity 5.2. *(continued)*   *(page 2 of 2)*

By _____

State the **time line** or date when the desired behavior will be accomplished

_____ (student's name) will _____ (behavior)

Specifically state the name of the student and the desired **behavior** that they will be able to do that they currently cannot do. Use concrete, sensory-specific language.

In _____ (condition/context)

Use specific language that describes the condition (e.g., in a conversation) and the context (e.g., when asked) for when the student will demonstrate desired behavior.

With _____ supports

List any supports that the student may need to meet the goal (e.g., using a Spanish-English diction-ary, using a computer).

With _____ accuracy as measured by _____

Evaluate if the desired behavior was achieved by indicating the assessment measure (e.g., rubric, checklist) and the quantifiable performance indicator (e.g., 80%, 3 out of 5 opportunities).