

Experimental Education Unit
IEP Objective Training

1. Prioritize the **most** important skills within each qualifying domain
 - Try to limit the goal to 3 objectives per domain
 - Try to limit the goal to 2 objectives open (maximum) at any one time
 - Selecting appropriate timelines based on feasible and sustainable instruction, data collection
 - Try to limit the objective to one skill
 - Provide a separate task analysis and/or an instructional plan instead of including all the steps or prompt levels toward the ultimate goal in the IEP
 - Write the plan at the team meeting or the IEP
 - Break the objective down further for the purpose of instruction if needed - the data sheet does not need to match the objective exactly – it is okay to break it down
2. Try to select skills that are easily embedded into classroom activities
 - You need to be able to provide both instruction and practice within the context of routine classroom activities
3. Make realistic goals and objectives
 - The student should be able to meet the objective within the annual IEP timeframe
 - Consider the:
 - Previous student progress rate
 - Last IEP or IEP progress report
 - Implications of Extended School Year (ESY)
 - Present level or performance
4. Develop criteria that provides the best measure of progress and performance
 - Base the criteria on the skill
 - Individualize the criteria based on the student's need
 - Match the criteria to the frequency or way in which the skill is used typically in the classroom environment
5. Select the most important or appropriate condition
 - Identify the most important aspect of generalization
 - Try to limit the objective to one or two conditions (maximum)
6. Describe the observable behavior in a clear and concise manner
 - Avoid the use of professional terms or jargon
 - Make sure the objective passes the stranger test (i.e., could a stranger read the objective and know whether they have seen the behavior)