

## Writing Effective IEPs: QUICK GUIDE

| IEP GOAL COMPONENT | REMINDERS   |
|--------------------|---|
| <b>Timeline</b>    | <p>Use data from instruction to identify a goal that is obtainable within the year.</p> <p>The <b>summary or mastery</b> form is a great tool to find patterns in learning during discrete trial and pivotal response.</p>  |
| <b>Condition</b>   | <p>Include supports and strategies that help students make progress currently.</p> <p>Don't forget to address barriers to learning. If a student has challenging behavior, consider token reinforcement during the instruction of the goal target.</p> <p>Describe the types of prompting needed to be successful. Increase the demand by decreasing prompting.</p>   |
| <b>Behavior</b>    | <p>Follow the STAR sequence numbers or online LINKS lesson assessment to see the progression of skills. These skills are prerequisites to state standards and prepare students for future learning.</p> <p>STAR and LINKS instructional targets are aligned to standards. Review curriculum alignment documents on the STAR Autism Support website to ensure all curriculum areas are covered.</p> <p>Plan for generalization by including skills demonstrated during routines as part of the behavior desired.</p> |
| <b>Measurement</b> | <p>What is the best way to measure the goal? Are you going to use discrete trial, pivotal response, or functional routine data collection?</p> <p>To pre-plan generalization, use routines to show mastery of the overall IEP goal. Break down short term objectives into skills taught during DT/PRT lessons.</p> <p>Don't forget to consider fading of the type of prompting given.</p>   |
| <b>Target</b>      | <p>Review the objectives of the lessons found in STAR and LINKS for long term targets.</p> <p>Consider the type of task being presented. Is the task a routine that requires a 100% accuracy or is 80% mastery sufficient?</p>  |