Table of Contents

	INTRODUCTION
	Purpose of <i>GOALS</i>
	Organization of GOALS
	Individualizing Learning Activities
1	- MEETING THE NEEDS OF STUDENTS
_	Identifying Students with Special Needs
	First Steps in Assessment
	Academic Standards and Special Education
	Developing Measurable Goals and Objectives
	Common Concerns About the IEP Process
2	- TIPS FOR WRITING THE IEP
	Key Components of the IEP
	Specifying the Present Level of Performance
	Writing Annual Goals
	Writing Short-Term Objectives
	Things to Avoid When Creating IEP Goals
	Describing Measurement Criteria
	The Importance of Maintaining Assessment Records
	Using the Worksheet for Goals and Objectives
	Points to Remember When Creating IEPs
	IEP Exercises
	Answer Key for IEP Exercises
3	- STRATEGIES FOR MEASURING PERFORMANCE
	Norm-Referenced Tests
	Criterion-Referenced Tests and Observational Measures
	Observing Performance During Learning Activities

	Assessing Communication and Social Interaction in Natural Contexts 46
	Using the Communication Sample Record Form
4	- SELECTING TARGET BEHAVIORS FOR INSTRUCTIONAL PROGRAMS . 51
	Skill Set 4-1: Severe Cognitive Deficits
	Skill Set 4-2: Severe Attention Deficits
	Skill Set 4-3: Augmentative Communication
	Skill Set 4-4: Basic Vocabulary and Sentence Structure 67
	Skill Set 4-5: Asking and Answering Questions
	Skill Set 4-6: Phonemic Awareness and Basic Concepts About Print 81
	Skill Set 4-7: Auditory Memory and Comprehension
	Skill Set 4-8: Basic Reading and Writing Skills
	Skill Set 4-9: Social Interaction and Functional Communication
	Skill Set 4-10: Articulation, Voice, and Fluency
5	- ACADEMIC STANDARDS AND STUDENTS WITH SPECIAL NEEDS 107
•	Using Academic Standards to Create IEP Goals
	Reproducible Academic Standards Checklists
6	- EXAMPLES OF IEP GOALS AND OBJECTIVES
Ū	Sample IEPs and Activity Suggestions
AP	PENDIX - REPRODUCIBLE SKILLS CHECKLIST
DE	TEEDENCES 153