# Sample IEP Goals for Students with TBI

## REMEMBER

- These are sample goals designed to provide guidance for goal development. All goals must be personalized for the student based on their needs.
- Often students with TBI need goals that go beyond any specific academic area.
- Keep goals functionally oriented, outcome-based and measurable.
- Base goals on the student's strengths paired with student need.
- IEP goals may need to be rewritten more frequently than yearly to meet changing needs of the student.
- State objectives as an increase in positive behaviors rather than the elimination of negative behaviors.
- Goals are intended to drive instructional needs and decisions. With every goal comes specially designed instruction to help the student achieve the goals.

| Area of Difficulty | Sample IEP Goals | Provider | Role Responsible for Monitoring |
|---|---|---|---|
| Self-awareness | • Cecelia will accurately identify tasks that are easy/difficult for her in 8 out of 10 trials.<br>• Given a difficult task Michael will indicate that it is difficult in 8 out of 10 trials.<br>• Marcy will request help when tasks are difficult in 80% of opportunities. | LEA | SPED Teacher |


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| Goal-setting | • Carlos will accurately predict how effectively he will accomplish a task in 80% of opportunities. Some specific possibilities include: He will accurately predict whether or not he will be able to complete a task; how much of a particular task he can finish in a given time frame; his grade on a test<br>• James will participate in setting specific goals prior to beginning an assignment or project in 10 of 10 trials.<br>• Lucy will establish a timeline for the completion of a project, articulate it with the staff, and meet the timeline requirements in 9 out of 10 opportunities. | LEA | SPED Teacher |
| Planning | • Given an activity, Hannah will articulate the items that she will need to complete the activity successfully in 10 of 10 chances.<br>• Given a task that she correctly identifies as difficult for her, Molly will create a plan for accomplishing that task, including articulating the nature and frequency of help in 8 of 10 opportunities.<br>• Having failed to achieve a predicted goal on a specific activity, Karen will create a plan to improve her performance on the next activity in 10 of 10 opportunities. | LEA | SPED Teacher |
| Organizing | • In 8 of 10 opportunities, Javier will select and use a system to organize his assignments and other work.<br>• Given an assignment for writing, Anton will create an outline for the product, identify the items that he will need to complete the assignment, including the materials that he will need to accomplish the task and make a timeline for its completion in 10 of 10 opportunities.<br>• Cory will prepare a semantic web before proceeding with writing projects in 5 of 5 opportunities. | LEA | SPED Teacher |


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| Self-initiating | • When Robin does not understand an instruction or does not know what to do, she will ask an adult for help in 8 of 10 opportunities<br>• Jeff will begin his assignments independently in 7 of 10 opportunities. | LEA | SPED Teacher |
| Self-monitoring and self-evaluation | • Mary will keep a daily journal in which she records her plans and predictions for success and also records her actual performance and its relation to her predictions. She will have at least one entry daily.<br>• Stephanie will identify 80% of errors in her work without assistance. | LEA | SPED Teacher |
| Problem-solving | • When faced with obstacles to accomplishing his personal objectives, Kai will offer suggestions for what he could do to overcome the obstacle, give reasons for and against each, choose the best, do it, and evaluate its effectiveness in 4 of 5 days.<br>• Henry will offer possible solutions to everyday problems as they arise over the course of the day at least 4 times daily as recorded by the teacher. | LEA | SPED Teacher |
| Communication | • Given a topic, Steven will take 4 turns in a conversation before changing the topic 3 out of 4 trials across 3 settings: in speech therapy, in the classroom and in the hallway<br>• Sam will choose an activity and show a picture of that activity to another student as an invitation to play in 2 settings in 3 of 4 trials. | LEA | SPED Teacher |
| Behavior | • Jenny will remove herself from a confrontation with a classmate by going to the counselor's office and choosing an activity from her cool down box – 2 out of 3 opportunities during lunch/recess.<br>• Jenny will learn 5 games to play during recess.<br>• Jenny will choose a game she knows how to play each recess and play it appropriately in 4 of 5 recesses. | LEA | SPED Teacher |


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| Cognition | • Sarah will rest during 4th period to help keep her alert in 5th, 6th, and 7th periods daily. | LEA | SPED Teacher |
| Memory | • After learning 4 memory techniques, Sarah will choose one and use it to recall the names of 5 friends, 3 times, each week.<br>• To be better prepared for homework, Sam will record class assignments in a planner and review it at the end of the day with Mr. Green in 4 of 5 days. | LEA | SPED Teacher |
| Attention | • Shelly will self-advocate by requesting the elimination of sources of distraction during instruction in an appropriate way 4 out of 5 times, 2 consecutive days. | LEA | SPED Teacher |
| Abstract Thinking | • Given a form to complete, Suzy will make a reasonable inference about a paragraph she has read 4 out of 5 times for 6 weeks in a row.<br>• After listening to a paragraph from different content areas, Ginger will accurately predict what might happen next in 8 of 10 trials. | LEA | SPED Teacher |
| Judgment | • With guidance Mary will use a matrix of choices to determine the best option for herself when deciding between 3 possibilities.<br>• Mary will meet with Ms. Stand to discuss 1 choice she plans to make prior to lunch 3 out of 5 days each week. | LEA | SPED Teacher |
| Problem Solving | • Sandy will generate 4 solutions to a problem she has had at recess and choose a solution to try the next recess 3 out of 5 days each week.<br>• After choosing a problem, Sid will meet with his mentor to determine ways to solve the problem in 4 of 5 days. | LEA | SPED Teacher |


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| Reasoning | • Bentley will create a shopping list using the amount of money he has budgeted with 80% accuracy in 8 of 10 trials.<br>• With guidance, Bentley will use a shopping list he has created to purchase needed items for the week at the store with 100% accuracy in 5 of 5 trails. | LEA | SPED Teacher |
| Information Processing | • Given a prompt or cue, Kyle will write his name in less than 30 seconds in 9 of 10 trials.<br>• After listening to a story, Sandy will retell with pauses of less than 30 seconds, 3 times each week. | LEA | SPED Teacher |
| Sensory | • When crossing the street with assistance, Steve will turn his head to use his right eye to scan the left side of his body to keep his body safe in 4 of 5 trials. | LEA | SPED Teacher |
| Perceptual Motor | • Taylor will be escorted between classes to assist her in finding her way. **(accommodation)**<br>• Taylor will use visual cues to find her way from class to class independently 4 out of 5 classes for 3 consecutive days.<br>• The assistant will ask Taylor to determine how to find her way from class to class and assist only as needed. (**accommodation)** | LEA | SPED Teacher |
| Physical Abilities | • Given a tangible cue, Dakota will navigate the hall independently in his wheel chair to the destination indicated by the cue in 8 of 10 trials.<br>• Karla will successfully spend 30 minutes each day in her stander. | LEA | SPED Teacher |


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