

## **Goal Examples**

Components that should be included for both *IDEA* & Medicaid (italics – IDEA requirement, underlined -Medicaid requirement):

1. Time frame
2. Condition including type of service (OT, PT, ST)
3. Target Behavior/Specific Skills/Type of Intervention
4. Criteria for Proficiency/Planned Frequency and Service Delivery
5. Measurement/Criteria for Achievement

### **Occupational Therapy Goal Examples**

By the end of the IEP, given direct occupational therapy, to improve fine motor and visual motor skills, *student* will write legible letters in a 1-inch block/square 20xs improving from 30% accuracy to 80% accuracy for 3 consecutive trials as measured by OT data collection.

By the end of the IEP, given direct occupational therapy, to improve visual motor skills and bilateral coordination, *student* will cut across a piece of paper, improving from 2" deviation to a ½" deviation, over 3 consecutive trials as measured by OT data logs.

By the end of the IEP, given direct occupational therapy, to improve independence with toileting skills in the school environment, *student* will manage fasteners, improving from maximum assistance to verbal cues, over 3 consecutive trials, as measured by OT data logs.

### **Speech Therapy Examples**

By the end of the IEP, given speech therapy, *student* will improve speech production on a list of 10 words from 20% to 80% accuracy as measured by criterion referenced assessment for the following vowel controlled /r/ phonemes: /ar/, /ear/, and /air/ through the sentence level.

By the end of the IEP period, given speech therapy, *student* will demonstrate improved expressive/receptive language on a list of 10 age/grade appropriate vocabulary words from a baseline of 0% to 80% by accurately stating a minimum of two targeted semantic features to include category, color/visual characteristics, and/or function as measured by criterion referenced assessment.

By the end of the IEP, given speech therapy, *student* will improve speech in the area of fluency by maintaining fluentspeech from a baseline of --- stuttered words per minute to --- stuttered words per minute as measured by therapist observation and data collection over a variety of settings and conversational tasks within the school environment utilizing the strategies of ---- and -----.

## Physical Therapy Goal Examples

By the end of the IEP, given physical therapy, to improve gross motor skills, and when given verbal cues and physical demonstration, *student* will pull self from high kneeling to standing against solid support furniture maintaining weight through extended knees from a baseline of 0 seconds to a target of 30 seconds, over 2 consecutive sessions, as measured by therapist logs.

By the end of the IEP, given physical therapy, to improve gross motor skills, *student* will transition from sitting on the floor to standing through half kneel independently without using her hands for assistance from a baseline of zero out of four attempts to three out of four attempts for 3 consecutive physical therapy sessions as measured by therapist data logs.

By the end of the IEP, given physical therapy, to improve gross motor skills, *student* will maintain standing with forward propping on a high table/support surface while performing a functional task with close supervision but without assistance to maintain his balance, from a baseline of 0 minutes to 5 minutes for two out of three physical therapy sessions as measured by therapist data logs.