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When it comes to helping autistic students thrive in school and beyond, an Individualized Education Program (IEP) can make all the difference. Think of it as a personalized roadmap that highlights each students strengths, addresses their challenges, and focuses on what they need to grow.With the right IEP goals, educators can set students up for successnot just in academics, but in building social connections, managing sensory sensitivities, and gaining independence. These goals arent just boxes to check; theyre stepping stones to help students achieve immediate milestones like developing self-regulation or acquiring daily life skills while also preparing them for the future.1. Social SkillsSocial skills goals in an IEP for autistic students are designed to help them interact effectively with peers and adults in diverse settings.These goals target critical social competencies, such as:initiating conversations,understanding social cues,sharing, taking turns, andparticipating in group activities.Social skills IEP goals also nurture emotional awareness and empathy, which in turn help students better manage social interactions and contribute to a positive, inclusive classroom environment.IEP Autism Examples for Social Skills[Student] will initiate a conversation with a peer during recess or free time at least once per day, observed by staff.[Student] will actively participate in a small group activity for 10 minutes, three times a week, with teacher support.[Students] will identify and interpret at least three facial expressions or gestures by peers in structured activities, four out of five times.[Students] will practice taking turns during games or structured activities with minimal prompts two times per week.[Students] will engage in cooperative play activities, such as sharing toys, for at least five minutes twice a week.[Students] will join a peer-led activity, like a board game, at least twice a week with minimal support.[Student] will use verbal or visual prompts to resolve minor conflicts with peers during structured play activities, in 3 out of 4 situations.2. Communication SkillsCommunication skills goals in an IEP for students with autism aim to support effective expression and comprehension; these skills are critical for academic and social engagement.These goals often address a range of communication methods, including verbal language, alternative communication systems (e.g., AAC devices or sign language), and nonverbal cues.With strong communication skills, students are able to self-advocate, manage social interactions, and achieve greater independence in daily routines.For Students with Autism: IEP Goal Examples for Communication Skills[Student] will verbally or using AAC (Augmentative and Alternative Communication), express basic needs and wants, such as requesting food or bathroom, in 4 out of 5 instances.[Student] will respond to wh- questions (who, what, where, why) with 80% accuracy in structured classroom discussions.[Student] will follow two-step instructions (e.g., Pick up your book and put it on the table) with 90% accuracy.[Students] will learn and correctly use five new vocabulary words related to current classroom topics every month.[Student] will independently contribute at least one comment during group discussions, four times a week.[Students] will greet or say goodbye to peers and teachers appropriately, in 4 out of 5 opportunities each day.[Students] will use agreed-upon gestures or signs to communicate when feeling overwhelmed, in 3 out of 4 observed situations.3. Self Regulation & Sensory Needs GoalsIEP goals for self-regulation and sensory needs help autistic students develop strategies to manage emotions, cope with sensory sensitivities, and navigate challenging environments.Many autistic students experience heightened responses to sensory stimuli, such as loud sounds, bright lights, or physical touch, which can impact their ability to focus, engage, and feel secure in a learning environment.These goals help students recognize their emotional states, understand triggers, and implement calming strategies like deep breathing, using sensory tools, or taking movement breaks.IEP Goals for Students with Autism: Examples for Self Regulation & Sensory Needs[Students] will identify and label their own emotions, using a visual aid or emotion chart, in 4 out of 5 observed situations.[Students] will use a self-selected calming technique, like deep breathing or fidget tools, when feeling stressed, with 80% consistency.[Students] will take sensory breaks independently when needed, at least twice per day, using a visual or verbal prompt as needed.[Student] will independently use noise-canceling headphones in noisy environments when prompted, with 90% consistency.[Students] will independently request a break when feeling overwhelmed during activities, with minimal prompting, in 4 out of 5 opportunities.[Students] will follow a visual schedule for transitioning between activities with 80% accuracy throughout the school day.[Students] will self-soothe by engaging in a sensory activity (e.g., squeezing a stress ball) when feeling anxious, observed in 3 out of 4 situations.4. Academic Skills GoalsAcademic goals are tailored to support learning in core subjects like reading, math, and writing while accommodating each students unique learning style and pace.These IEP goals for students with Autism often focus on fundamental skills such ascomprehension, problem-solving, task completion, and organizationstructured to build a strong academic foundation that supports the student's cognitive development.IEP Autism Examples for Academic Skills Goals[Student] will answer comprehension questions about a grade-level text with 80% accuracy in weekly reading sessions.[Student] will complete addition and subtraction problems with numbers 1-20 independently, in 4 out of 5 practice sessions.[Student] will independently write a five-word sentence about a topic, four days per week.[Student] will identify the main idea of a short paragraph in 4 out of 5 readings.[Student] will complete tasks following a two-step written instruction with 80% accuracy.[Student] will contribute at least one idea or action during group academic projects weekly.[Students] will use a tablet or other assistive technology to complete math or reading activities independently, four times per week.5. Life Skills & Independence GoalsLife skills and independence IEP goals for autistic students cultivate essential daily living abilities that promote autonomy, confidence, and real-world readiness.These IEP objectives focus on practical skills such as self-care, organization, time management, and routine following. With these skills, students with autism can navigate school and home environments more independently..Life Skills & Independence: IEP Goal Examples for Students with Autism[Students] will independently organize and put away personal belongings at the start and end of each day, with 90% consistency.[Students] will independently follow a visual schedule for daily activities with minimal assistance in 4 out of 5 school days.[Student] will wash hands independently after using the restroom, achieving this in 4 out of 5 opportunities.[Student] will independently guide from one classroom to another with verbal or visual prompts as needed, four times per day.[Students] will independently pack up materials and personal items at the end of the day with 90% accuracy.[Student] will independently complete a morning routine, including placing belongings in the correct place, with 80% consistency.[Students] will identify and respond to basic safety signs (e.g., exit, restroom) in the school environment, with 90% accuracy.Dive into the world of creating the perfect IEP for kids with Autism! Having been in the trenches, Ive seen firsthand the hurdles in tailoring an Individualized Education Plan that hits the mark. Its a puzzle that demands wisdom from moms, dads, educators, and experts to frame a strategy fostering a kids learning, friendships, and feelings. Unlock the secrets to a *flawless* IEP journey, packed with need-to-know tips and lesser-known tricks. Learn the ropes from someone who walked this path. For those navigating these waters, this guide shines a light on vital corners often left unexplored. Its your blueprint to a plan that unlocks your childs full potential. Stay hooked till the end, and I promise, youll step away equipped to champion your childs unique educational voyage.But what exactly is an IEP? Simply put, an IEP is a legal document that outlines a students educational goals and the services and accommodations necessary to achieve those goals. Its a personalized plan that considers the students individual needs, and for children with Autism, it can be a critical tool in helping them succeed in the classroom. You can check out resources from the U.S. Department of Education for more information on this topic.In this blog post, well explore some IEP samples for students with Autism, highlighting the key components typically included in these plans. Well also discuss some of the challenges that may arise when creating an IEP for a child with Autism and provide tips for parents and educators to help navigate the process.So, whether youre a parent of a child with Autism or a teacher looking to support your students better, keep reading to learn more about how an IEP can make a significant difference in the education of children with Autism. For more on supporting students with Autism, consider visiting the Autism Society for additional resources. An Individualized Education Program (IEP) for a student with Autism should be customized to meet the individual students specific needs. However, certain components are typically included in an IEP for a student with Autism. Here is a detailed explanation of what should be included:Present performance levels: This section should describe the students academic achievement, functional performance, and social and emotional functioning. It should describe the students strengths and needs, including their abilities and challenges in communication, social interaction, behavior, and sensory processing.Annual goals: Based on the students present performance levels, the IEP team will develop measurable annual goals that address the students areas of need. These IEP goals should be specific, measurable, achievable, relevant, and time-bound (SMART). They should be designed to help students progress toward grade-level academic standards and develop skills to support their success in the classroom and in life.Special education and related services: The IEP should describe the special education and related services the student will receive to support their academic, social, and emotional needs. This may include services such as speech and language, occupational, physical, and counseling, as well as accommodations and modifications to the curriculum, instruction, and assessments.Assistive technology: If the student requires assistive technology to access their education, the IEP should describe the type of technology needed and how it will support the students learning. The American Speech-Language-Hearing Association provides excellent resources on this topic.Transition services: For students who are 16 years of age or older, the IEP must include a plan for the students transition from high school to post-secondary education, employment, and independent living. This plan should be based on the students interests, preferences, and strengths and include goals and objectives related to vocational training, community participation, and independent living skills.Behavior intervention plan: If the students behaviors interfere with their ability to learn or the learning of others, the IEP should include a behavior intervention plan (BIP) outlining strategies for addressing challenging behaviors and promoting positive behavior.Progress monitoring: The IEP should include a plan to measure the students progress and report to the parents and the IEP team. This may consist of regular meetings to review progress toward goals, formal progress reports, and periodic reevaluations to determine if the students needs have changed.In summary, an IEP for a student with Autism should be personalized and designed to meet the students individual needs. It should include present levels of performance, annual goals, special education and related services, assistive technology, transition services, a behavior intervention plan, and progress monitoring. The IEP team should work collaboratively to develop an IEP that provides the student with the support they need to achieve academic success and to develop the skills they need to thrive in the classroom and beyond. Heres a sample IEP for a student with autism:Present Levels of Performance:The student has been diagnosed with Autism Spectrum Disorder, and their primary areas of need are social communication and behavior.The student has difficulty initiating and maintaining social interactions with peers and may have trouble understanding social cues.The student exhibits challenging behaviors, such as tantrums, self-injurious behaviors, and elopement when overstimulated or having difficulty understanding expectations.The student has average to above-average cognitive abilities and has the potential to make significant progress with appropriate support.Annual Goals:Goal 1: The student will improve their social communication skills by taking turns during conversations with peers and initiating social interactions with at least one peer per day.Goal 2: The student will increase their understanding of social cues by correctly interpreting their peers facial expressions and body language in at least 80% of social situations.Goal 3: The student will decrease their challenging behaviors by identifying and using a calming strategy when they become overstimulated or confused, as measured by a 50% reduction in the frequency and duration of difficult behaviors.Special Education and Related Services:The student will receive speech and language therapy twice weekly to improve social communication skills.The student will receive occupational therapy once per week to address sensory processing and fine motor skills.The student will have access to a behavior specialist to develop and implement a behavior intervention plan (BIP) to address challenging behaviors. Assistive Technology:The student will use a visual schedule and a communication device to support their understanding of routines and to express their needs and preferences.Transition Services:The IEP team will work with the student and their family to develop a transition plan that includes exploration of post-secondary education, employment opportunities, and independent living skills.Behavior Intervention Plan:The BIP will include sensory breaks, access to a calming space, and positive behavior reinforcement to address the students challenging behaviors.Progress Monitoring:The students progress toward their goals will be monitored and reported regularly to the parents and the IEP team. Adjustments will be made to the IEP as necessary to ensure the students continued success.In conclusion, an IEP for a student with Autism should be highly individualized to meet the students unique needs. It should include a detailed description of the students present levels of performance, annual goals that are specific, measurable, attainable, relevant, and time-bound, as well as a plan for providing special education and related services, assistive technology, and transition services.Additionally, a Behavior Intervention Plan should be developed to address challenging behaviors. Progress should be monitored to ensure the student is progressing and receiving the support they need to succeed. By working collaboratively with the IEP team and implementing the strategies and supports outlined in the plan, students with Autism can thrive academically and socially and prepare for a successful transition to post-secondary education and employment. Download the sample IEP for autism pdf. An Individualized Education Program (IEP) is a legally binding document that outlines the education and related services a child with disabilities, such as Autism, will receive to meet their unique needs. Creating an IEP for a child with Autism can be challenging due to the complex nature of the disorder and the individual differences of each child. Here are some of the challenges that arise when creating an IEP for Autism:Defining goals and objectives: Setting clear, measurable, and attainable goals for a child with Autism can be challenging. Autism is a spectrum disorder, and every childs abilities and needs differ. Goals need to be specific and tailored to the childs individual needs.Determining the appropriate services: Deciding on the good services can be challenging because children with Autism may require various services, including speech therapy, occupational therapy, social skills training, and behavioral therapy. The IEP team needs to decide which services are most appropriate for the child and how they will be provided.Addressing sensory issues: Many children with Autism have sensory issues, which can impact their ability to learn and function in the classroom. The IEP team needs to consider how to address these issues in the childs education plan.Addressing challenging behaviors: Children with Autism may exhibit problematic behaviors, such as aggression, self-injury, or non-compliance. The IEP team needs to develop a plan to address these behaviors and ensure the childs education is not disrupted.Ensuring consistency: Consistency is critical for children with Autism, who often thrive on routine and predictability. The IEP team must ensure that the childs education plan is consistent across all settings, including home and school.Collaboration with parents: Collaboration with parents is essential when creating an IEP for a child with Autism. Parents are the experts on their children and can provide valuable insight into their needs and abilities. The IEP team needs to work closely with parents to ensure that the plan meets the childs needs and is consistent with the familys values and goals.Monitoring progress: Monitoring progress is critical to ensure the child is progressing towards their goals. The IEP team needs to establish specific metrics for measuring progress and regularly evaluate the childs progress to determine if the plan needs to be adjusted.In summary, creating an IEP for a child with Autism requires careful consideration of the childs unique needs, collaboration with parents, and understanding of the disorders complex nature. The IEP team needs to work together to develop a plan that addresses the childs academic, social, and emotional needs and ensures that the child has access to the appropriate services and supports to help them achieve their full potential. Download the IEP sample for autism pdf. Navigating the process of creating an IEP for a child with Autism can be daunting for both parents and educators. Here are some tips that may help:For Parents:Educate yourself: Learn as much as possible about Autism and the special education process. Attend workshops, read books, and connect with other parents of children with Autism.Be an active participant: You are an essential member of the IEP team to participate actively in the process. Share your insights, concerns, and hopes for your child.Communicate with the team: Keep in touch with your childs teacher and the IEP team throughout the school year. Ask for progress reports and updates, and share any concerns or observations.Advocate for your child: Advocate for your childs needs and ensure the IEP team understands your childs strengths, weaknesses, and interests.Seek support: Raising a child with Autism can be challenging, so seek help from family, friends, or support groups.For Educators:Get to know the child: Take the time to learn the childs strengths, challenges, interests, and learning style.Collaborate with parents: Work with parents to understand their childs needs, concerns, and goals. Involve them in the IEP process and communicate regularly.Use evidence-based practices: Use research-based strategies and effective interventions for children with Autism.Foster a positive learning environment: Create a positive and structured learning environment conducive to the childs needs.Monitor progress: Regularly monitor the childs progress toward their goals and adjust the plan as necessary.In conclusion, creating an IEP for a child with Autism is a complex process that requires collaboration, communication, and understanding of the childs unique needs. By working together, parents and educators can create an effective plan to help the child achieve their full potential. Now you know the IEP sample for autism. Jennifer Hanson is a dedicated and seasoned writer specializing in the field of special education. With a passion for advocating for the rights and needs of children with diverse learning abilities, Jennifer uses her pen to educate, inspire, and empower both educators and parents alike.Individualized Education Programs (IEPs) secure the rights of children with different disabilities to free adequate public education (FAPE) as established by federal laws. While there are general rules and guidelines that need to be strictly followed when writing a special education document, IEP examples are diverse in their goals, provisions, and accommodations in order to fit the specific needs of students with a wide range of health conditions that impact education. IEP documents need to be prepared by a team of special ed professionals and caregivers in order to address the unique requirements of the child and need to be reviewed at least once annually to remain relevant and effective.If your district is struggling with filling special education teacher vacancies, you can check out Fullmind IEP Support and Resource Room services. We can place state-certified, highly qualified K-12 SPED teachers to deliver instruction tailored to the needs of each student via virtual resource rooms. Matching takes up to two weeks, and services are available nationally.9 IEP Examples from Across the USAn IEP document remains a rather abstract concept before you see a few real-life IEP examples developed for actual children.To give you a better idea of how an IEP document looks like and what kind of information goes into it, following are a few concrete examples from around the US, covering different disabilities, grade levels, and cases:IEP Example 1: Kindergarten Student with Autism from TexasBruce is a 6-year-old boy attending kindergarten at Central Elementary School located in a school district in Texas. He has Autism Spectrum Disorder which qualifies the child for an IEP. Bruces IEP document outlines his strengths and weaknesses, the special considerations that he requires, the annual goals and objectives to achieve during the academic year, his participation in the state and district assessment program, and the necessary accommodations, services, supports, and aids, among other details.You can find the IEP example here.IEP Example 2: Grade 5 Student with Specific Learning Disability from ArkansasMarsha is an 11-year-old girl attending grade 5 at Central Elementary School in a school district in Arkansas. She has a Specific Learning Disability in Basic Reading and with Visual Impairment. Marshas disability is adversely affecting her ability to read grade-level text independently and fluently, which necessitates an IEP for Marsha to receive access to adequate instruction and accommodations aligned with her specific needs. The IEP document specifies all the necessary information.You can find the IEP example here.IEP Example 3: Grade 8 Student with Specific Learning Disability from MissouriClara is a 15-year-old girl attending grade 8 in a public school in a district in Missouri. She has a Specific Learning Disability in Basic Reading Skills, Reading Comprehension, Written Expression, and Math Calculation. Claras disability is negatively impacting her participation in these four academic areas. Claras special education document has been prepared by a team comprising her general education teacher, an individual to interpret instructional implications of evaluation results, a local education agency (LEA) representative, her parents, her special education teacher, and Clara herself.You can find the IEP example here.IEP Example 4: Grade 9 Student with ADHD from VirginiaJulian is a 14-year-old boy attending grade 9 in a public school in Barlow School District in Edison Township, VA. He has ADHD which qualifies for an IEP under the category of Other Health Impairment. As a result of his disability, Julian is functioning below his chronological age in the areas of Academic Ability, Language Development, Receptive Development, and Pragmatic/Social Speech Development. His IEP document specifies the services and accommodations that will help Julian improve his performance at school.You can find the IEP example here.IEP Example 5: Grade 9 Student with Emotional Behavioral Disability from WashingtonThis is a 15-year-old girl attending grade 9 in a public school in Washington. She has Emotional Behavioral Disability which gives her the right to an IEP under the IDEA category of Emotional Disturbance. The Individualized Education Program plan has been prepared by a team including a family therapist, a general education teacher, the students parent, a psychologist, and a special education teacher.You can find the IEP example here.IEP Example 6: Grade 9 Student with Specific Learning Disability from MississippiCarlton is a 15-year-old boy attending grade 9 at Central High School in a school district in Mississippi. He has a Specific Learning Disability in the areas of Basic Reading, Reading Comprehension, Reading Fluency, and Written Expression that adversely impacts his performance in general education. Carltons special education plan has been prepared by an IEP committee consisting of an LEA representative, a general education teacher, his mother, a special education teacher, and the student himself.You can find the IEP example here.IEP Example 7: Grade 11 Student with Other Health Impairment from ArizonaKyra is a 16-year-old girl attending grade 11 in a public school in a district in Arizona. She has ADHD and Other Health Impairment Social and Emotional Challenges. Kyras IEP includes a detailed evaluation of her present levels of academic and functional performance (PLAAFP), special factor considerations, measurable annual goals, short-term objectives, instruction and assessment accommodations, participation in state and district assessments, supplementary program modifications and supports, participation in regular class and extracurricular and non-academic activities, and transition services.You can find the IEP example here.IEP Example 8: Grade 11 Student with Specific Learning Disability from PennsylvaniaEric is a 17-year-old boy attending grade 11 in a school district in Pennsylvania. He has a Specific Learning Disability in Reading and Written Language that is causing his reading skills to remain below grade level. Eric is enrolled in the career and technology (CTE) program for Auto Body Repair. Erics IEP has been prepared by a comprehensive team including his parents, Eric himself, his regular education teacher, his special education teacher, an LEA representative, a CTE Program representative, and an assistive technology consultant.You can find the IEP example here.IEP Example 9: Grade 12 Student with Down Syndrome from Missouri with Focus on Transition ServicesStudent A is a 17-year-old student attending grade 12 at her neighborhood high school in a school district in Missouri. She has Down Syndrome which qualifies the student for an IEP under the category of Intellectual Disability. The child is on track to graduate at the end of the school year by fulfilling the credits required to obtain a high-school diploma. She is interested in obtaining a health-care related job as well as in going to college. Student As IEP plan focuses on transition services including postsecondary independent living.You can find the IEP example here.What Goes Into an IEP ExampleThere is no official IEP form provided by the U.S. Department of Education that districts and schools need to follow when preparing personalized plans for their students. Nevertheless, the Individuals with Disabilities Education Act (IDEA) specifies the exact information that needs to go into every IEP document in order to serve disabled children in the most efficient and productive way.Following are the must-have sections and details that each IEP example needs to cover:Student InformationEach IEP document starts with relevant personal, health, and academic information pertaining to the student. This includes:NameAddress and phone numberDate of birthAgeStudent IDSchool and school districtPrimary language and communication modesParents/legal guardians informationDisabilityThis information aims to identify and describe the student so that the assessment can be conducted based on their grade level and the IEP content, instruction, and accommodations can correspond to the specific profile of the child.Present Level of Educational Performance (PLEP)The second obligatory section of an IEP example is typically titled Present Level of Academic Achievement and Functional Performance (PLAAFP). This section is crucially important as it explains the childs academic and/or functional skills and how their disability impacts specific areas of performance in the grade-level general education curriculum.This segment should include a summary of an academic and socio-emotional evaluation of the student. It should comment on achievements in relevant areas, such as Reading, Writing, Math, and others. Most IEP examples explicitly discuss the students strengths and needs in relation to their disability.The information provided here should be based on formal assessments, teacher feedback, parent observation, and other methods. It is usually a couple of pages long and is used as the basis for writing the rest of the IEP document.Measurable Annual GoalsNext, the IEP plan should establish a statement of measurable annual goals, including both academic and functional goals. According to IDEA, these goals need to meet the childs needs resulting from their disability to enable them to be involved in and make progress in the general education curriculum.These goals have to follow the SMART principle, being:SpecificMeasurableAchievableRelevantTime-boundThey need to cover a 12-month period and should be broken down into short-term objectives.IEP annual goals are usually organized by academic area, such as Reading, Writing, or Math. A standard IEP document can have an average of between two and ten measurable annual goals, but fewer and more goals are also acceptable if the team deems it necessary. Each goal needs to state what degree of improvement is expected and in what skill exactly.Method for Measuring and Reporting Progress on Annual GoalsRelated to the measurable annual goals, an IEP needs to state the specific method(s) that will be used to measure and report progress on each goal.Typical progress measuring methods include:Classroom assessmentsWork samplesData collectionReading recordPortfoliosObservation chartChecklistsScoring guidesFor each goal, the document should also state how often progress will be measured and reported to the team, including the students parents. This is usually done on a quarterly basis.Statement of Special Education Accommodations and Modifications and Related ServicesThis section is the core of the IEP document as it lists all the special education program services, accommodations, modifications, and supports that the school needs to provide to the child to help them progress in their education. The special education and related services are determined based on the unique needs of the student in line with their disability and its impact on the education process and outcomes.This section can cover the following special education and related services:Supplementary aids and servicesParent and school personnel supportsProgram modifications and accommodationsAdditional special considerations can include:Extended school year (ESY) servicesLanguage needsCommunication needsHealth/medical needsPhysical needsBehavior needsAssistive technology needsTransition/graduation/transfer of rightsTransportation servicesSome parts of this section require a couple of paragraphs to explain the need, while others are formatted as Yes/No questions with available space to clarify the need.Participation with Nondisabled ChildrenThis section of the IEP document can be titled differently, but in all cases its main function is to explain the participation of the child in the general education environment with nondisabled peers. Considerations should be guided by the Least Restrictive Environment (LRE) requirement, which stipulates that children with disabilities need to be educated together with children without disabilities to the maximum extent possible and appropriate.Sub-sections included under this part of the IEP cover:Participation in regular educationParticipation in physical educationParticipation in program options, nonacademic, and extracurricular activitiesThe plan might specify that the child attends some general education classes, special education classes, resource rooms, specialized school, or homebound schooling. The right combination of placement options needs to be selected to provide the best possible outcomes for the student.Participation in State and District-Wide AssessmentsAnother obligatory part of the IEP document concerns the participation of the student in standard state and local assessments that apply to their school and grade level.There are three main options that an IEP can offer in this regard:Participation without accommodationsNo participationParticipation with accommodationsThis section of the document needs to specify the reasons for the decision as well as the specific accommodations if any.Testing accommodations fall into four categories:PresentationResponseSettingTiming/schedulingCommon examples include but are not limited to larger-print testing materials, using a scribe, quiet testing space, and extended testing time.Transition ServicesAnother aspect that an IEP document needs to cover is any transition courses and services that the child needs to receive in order to prepare for life after graduation and to achieve their post-school goals, whether higher education or employment. This section becomes compulsory after the child reaches the age of 14 years but can be included earlier if deemed necessary and appropriate by the IEP team.The first step in this regard is to set up post-secondary goals that specify what the child would like to do after their transition from high school. The second step is to put together a list of special courses and services that will help achieve these goals. In most cases, the involvement of a transition coordinator is required.Time and Place InformationAdditionally, all IEP examples have clear time and place boundaries covering the following aspects:Service initiation, or the beginning date for the accommodations and services provided under the IEPService frequency, for example how many times a week or a month each service will be providedService duration including the length of each session and for long services will be providedService location, or where services will be provided including placementIEPs are time-sensitive, so its important to specify all relevant information related to the time and place.Additional InformationBesides all the sections listed above, IEP documents also include the following:Names and titles/position of the members of the IEP team/committeeInformation about the family status of the child and the role their parents play in their lifeTranslation needs if presentAge of majority which refers to the need to include in the IEP a statement confirming that the the child has been informed of the transfer of rights upon reaching the age of majority at least one year in advanceParent consent and signaturesDespite these common requirements in terms of content and provisions, IEP examples are as diverse as it gets. This degree of flexibility is necessary because they are meant to adequately and effectively serve the needs of children with 13 different categories of more and less severe physical and cognitive disabilities that impact their education in various manners and to varying extents.How to Write an IEP Document Step by StepPreparing an exemplary IEP requires the involvement of a diverse team of special education professionals and stakeholders and the deployment of a range of methods.Writing a highly effective IEP document goes through the following steps:Define the most relevant IEP team: By law, the IEP team, also sometimes referred to as the IEP committee, needs to include the childs parents/guardians, at least one general education teacher, at least one special ed teacher, an LEA representative, an evaluation expect (usually a psychologist), a translator (if needed), and the student (if appropriate). Additionally, IEP advocates, private tutors, physicians, related service providers, and family/friends can be invited if this is deemed necessary and beneficial. While its important to include all relevant stakeholders, its best practice to not inflate the size of the team unnecessarily to make decision-making more feasible.Evaluate the current level of performance at school: This step requires gathering extensive information about the academic, behavioral, and socio-emotional performance of the student at school. Its important to look at all areas that could be potentially impacted by the disability. The goal is to understand in which areas the child performs below grade level and to what extent and in which not. The team needs to look at standardized exam results, formal assessments, classroom assessments, teacher feedback, and work samples.Establish measurable annual goals: The next step in writing a good IEP plan is to put collaborative effort into deciding on the yearly goals that make the most sense considering the condition of the student. The child should be actively involved in this part unless there is a strong reason preventing this. These goals should be attainable within the course of 12 months but also make sure that the child has space to make significant progress once they have been offered the necessary accommodations and related services.Decide on the most appropriate special education services, accommodations, and supports: Guided by the evaluation specialist and the special education teacher, the team needs to determine the right modifications to the content, instruction, and learning method to enable the student to progress in their education. This decision should be driven by the specific strengths and needs of the child and previous experiences.Define participation in general education: Next, the team needs to evaluate whether the student can continue taking part in general education and engaging with nondisabled peers or they need a special placement. The decision should aim to address the requirements of the child in the least disruptive way.Determine participation in state and district-level assessment: As part of the IEP process, the team, headed by the general education teacher and the special education teacher, need to make a decision whether the student can sit for regular assessments and if any accommodations are needed.Plan for transition: If the child is approaching the age of graduation, an important step in writing an IEP document is agreeing on post-secondary goals and defining the courses and services needed to achieve them.Set up time and place details: Finally, once the team has come up with all other necessary information, they need to introduce a timeframe and location(s) for the implementation of the IEP.After an IEP document has been prepared, it has to be approved and signed by the parents before it can be launched.10 Tips to Write an Effective IEPCreating a strong Individualized Education Program document can be challenging even for professionals with years of experience in the field because of the great diversity of disabilities that children can have, the different ways in which they affect their education, and the unique needs that this arises.Following are 10 proven tips that can help IEP teams write effective documents:Start with a detailed assessment of the childs condition and performance: A good IEP example is based on and reflects the specific state and needs of the student. Thats why it starts with a clear analysis of their disability and the impact it has on the education process and outcomes for the child.Set up goals that align with current performance: The annual goals should be tailored to the evaluation of the child and be as specific as possible. General objectives should be avoided.Provide accommodations and services that correspond to the needs and goals: The combination of accommodations, aids, supports, and related services that the child receives needs to be designed to address their exact requirements. There is no one-size-fits-all model in this case.Do not ignore functional skills: In addition to academic skills, an effective IEP document should also include evaluation of, goals for, and supports for the development of necessary functional skills, such as communication, behavior, and even self-care. Taking care of the socio-emotional needs of the child is as important as taking care of their academic achievements for their progress and success at school and beyond.Incorporate feedback and contributions from all IEP team members: All relevant stakeholders should be given voice as they can provide valuable insights into different aspects of the students life inside and outside school. While teachers can focus on the more technical segments related to education, parents can speak of the need for behavioral and emotional supports.Give voice to the student: Unless there is a strong reason not to, the child should participate throughout the IEP process, and their opinions, preferences, and considerations should be incorporated into the final document. This ensures the students ownership and willingness to comply with the provisions of the IEP, which increases efficiency.Use clear language free of jargons: Excellent IEP examples are written in a language that all parties can understand, including the parents/guardians and the student. Technical terms should be defined.Use numbers as much as possible: A good IEP document uses quantitative language as much as possible. This refers to the evaluation, the current performance, the goals, and the tracking of progress.Review the entire document before sign-off: Once the IEP plan has been completed, the team should take a final look at the document in its entirety to ensure that sections flow naturally from one another and that each subsequent part supports the previous ones.Track progress and make adjustments: As soon as implementation starts, the relevant members of the IEP team need to start monitoring progress according to the established mechanisms and reporting to the rest of the team. The committee should have periodic meetings to apply any changes if progress is slower than expected.Applying these 10 principles will ensure a strong IEP document each and every time, no matter how complex and challenging the particular situation might be.Bottom LineThe 9 IEP examples listed in this article show how different these documents can be as they need to address the specific needs of children with different disabilities and education outcomes. Nevertheless, they all follow the same structure and incorporate the same obligatory sections to ensure a proper IEP process that not only complies with legal regulations but also meets the requirements of disabled students in the most effective way possible.Is your district looking to fill special ed teacher positions? Fullmind IEP Support and Resource Room services offer state-certified K-12 SPED teachers that are qualified to design and deliver instruction personalized to the unique needs of each child via virtual resource rooms. Matchings take no more than two weeks and are available nationwide.This article is designed to be utilized with the utmost professional integrity and ethical consideration. It is imperative to acknowledge that directly copying and pasting example goals into students IEPs from any external source, including ours, undermines the individualized nature of IEP planning and does not serve the best interests of students.This resource aims to inspire the development of IEP goals that address the needs of students, not a substitute for the detailed, student-centered IEP goal setting process. Educators and IEP teams are urged to use this as a tool for ideation, basing final goals on student assessments and collaborative IEP team insights. Whether youre designing IEP goals for non-verbal students, targeting social skills, or working with high-functioning students on the autism spectrum, crafting measurable, actionable objectives can significantly impact a students academic, social, and emotional growth.Lets unravel what you need to know about writing the most effective IEP goals for autistic students.Getting language right can be tough! Here at Life Skills Advocate, were committed to doing the best we can to use language that works for the community. Our articles are written using language thats demonstrated to be the most widely accepted at the time of a given articles publication, but we also understand that norms and preferences change with time and try to update our wording to align with those changes.Click here to jump down to the IEP goals.What is Autism?Autism Spectrum Disorder (ASD) is a developmental condition that affects communication, behavior, and interactions with others. Its called a spectrum because autistic individuals can experience a wide range of both challenges and abilities.While some students only need minimal assistance, others may require significant support in daily activities. According to the CDC, about 1 in 36 children in the United States is diagnosed with autism, making it one of the fastest-growing developmental disorders in the country.As a teacher, it should be a top priority to understand how to craft effective IEP goals for autistic students, something that can help them succeed in your classroom and beyond.Thats because ASD can manifest differently in each student. For instance, non-verbal students might struggle with expressive communication, while high-functioning students might find social interactions or executive functioning skills challenging despite excelling academically.This variability is why tailored IEPs are so importantthey allow you and the rest of the students care team to more effectively address the unique needs of each student.An effective IEP starts with understanding the domains that autism impacts and which domains require the most attention in the student, such as:Communication: Ability to express needs, wants, and ideas.Social Skills: Building relationships, understanding social cues, and engaging in group settings.Behavior: Managing repetitive behaviors, sensory sensitivities, and other challenges.Academics: Addressing difficulties with focus, comprehension, executive function, and other learning needs.Take some time to evaluate which areas your student needs the most assistance, or which areas might be most beneficial to improve for their personal or academic growth. Once you have a better idea of where the needs (and strengths) are, you can start the process of writing more effective goals.What Are Examples of IEP Goals for Autism Spectrum Disorder?To reiterate, IEP goals for autism are just as diverse and varied as the students themselves. When youre writing these goals, you need to make sure youre targeting specific areas where a student needs improvement while also leveraging their strengths.There are a few different types of areas to consider as you write, and well give you examples of each of these below to help you lay the groundwork for a successful IEP. But before we do, lets talk about some different categories you may want to focus on as you begin crafting your goals:General IEP Goals for Autistic StudentsGeneral goals often address foundational skills that help students build the confidence and capacity to succeed. These goals can be applied across a variety of settings, from the classroom to real-world scenarios.These might include communication goals (Student will independently use an augmentative and alternative communication (AAC) device to request basic needs during class 4 out of 5 times per day), behavioral goals (Student will demonstrate appropriate self-regulation strategies (e.g., deep breathing, taking a break) when experiencing frustration or sensory overload 80% of the time), or even self-advocacy goals (Student will ask for help or clarification when they do not understand a task with 90% accuracy during observation).Essentially, these goals emphasize basic skills that scaffold learning and behavior management, preparing students to meet future challenges.IEP Goals for Non-Verbal Autistic StudentsNon-verbal students often rely on alternative methods of communication. The IEP goals here aim to build their ability to communicate effectively and interact socially.Some examples:Augmentative Communication: Student will use picture exchange cards to independently communicate needs, such as asking for water or the restroom, in 3 out of 4 attempts.Gesture Recognition: Student will respond to non-verbal cues (e.g., pointing, nodding) given by the teacher during a task 80% of the time.Expressive Language Development: Student will use a variety of gestures, facial expressions, and/or sounds to express their feelings or needs 5 times during a 30-minute interaction.Social Skills IEP Goals for AutismSocialization can be one of the most challenging areas for autistic students. These goals focus on improving interaction and fostering relationships within their peer groups.Some social skills you may focus on as you develop these goals include things like turn-taking, peer interaction, and even understanding social cues. For example, Student will identify and interpret basic emotions (e.g., happy, sad, angry) depicted in pictures with 90% accuracy.Theyre meant to provide your students with the tools to build meaningful connections with those around thema skill that can positively impact their long-term emotional well-being.IEP Goals for Low Support NeedsStudents with low support needs, perhaps what you might formerly refer to as high-functioning autism, often face nuanced challenges like managing anxiety, improving executive functioning, or refining advanced social skills.Goals in this area might focus on improving organization, advancing social interaction, or even improving self-regulation.Ultimately, the aim of these goals is to help students bridge the gap between their strengths and challenges so they can achieve greater autonomy and success both inside the classroom and out.IEP Goals for BehaviorFor autistic students, challenging behaviors are often a significant barrier to learning and socialization. Positive behavior support plans (PBSPs) can help manage these difficulties.Goals in this area may look like: Student will use pre-taught self-regulation techniques (e.g., deep breathing, counting to 10) to de-escalate when feeling frustrated or overwhelmed, as measured by a decrease in outbursts from 3 per day to 1 per week.The ultimate goal here is for the student to develop more appropriate and effective strategies for managing their behavior, leading to improved overall functioning and success.Why Are Specific IEP Goals for Autistic Students Important?The primary purpose of an IEP is to meet the individual needs of an autistic student. Without specific, measurable, and targeted goals, the program would lack direction and effectiveness. Heres why having clear, individualized goals is so impactful:1. Provides Focused SupportSpecific IEP goals allow teachers to break down larger challenges into manageable steps. For example, instead of setting a vague goal like improve communication, teachers can establish concrete objectives like use AAC to articulate basic needs 4 out of 5 times.2. Promotes Measurable ProgressMeasurable goals ensure that progress can be tracked over time. This not only keeps teachers and parents informed but also helps in creating new strategies when required. Specific goals provide a roadmap for identifying what is workingand what isnt.3. Builds Student ConfidenceAchieving goals, no matter how small, builds a students self-esteem and provides motivation. Autistic students often face numerous challenges in more than one area, so creating an IEP with attainable milestones allows them to celebrate successes, no matter how big or how small, and stay engaged.4. Prepares Students for the FutureFocused IEP goals arent just for classroom successtheyre a bridge to real-world readiness.For instance, developing skills in self-advocacy or turn-taking can help students excel in work environments or social situations later in life.100 IEP Goals for AutismGeneral IEP Goals for Autistic StudentsBy the end of the IEP period, when given a visual schedule, [Student Name] will transition between activities with 80% accuracy in 4 out of 5 opportunities in routine classroom settings as measured by teacher data collection.By the end of the IEP period, when given a verbal prompt, [Student Name] will initiate a greeting to peers with 75% accuracy in 3 out of 4 opportunities in natural peer interactions as measured by teacher observation.By the end of the IEP period, when presented with a two-step direction, [Student Name] will follow the direction with 90% accuracy in 4 out of 5 classroom trials as measured by task-analysis checklists.By the end of the IEP period, when given a structured opportunity, [Student Name] will engage in a reciprocal conversation of at least three exchanges with an adult or peer with 80% accuracy in 3 out of 4 sessions as measured by communication tallies.By the end of the IEP period, when provided a sensory break, [Student Name] will return to the assigned task and complete it with 85% accuracy in 4 out of 5 observations in classroom settings as measured by work-completion logs.By the end of the IEP

[Student Name] will respond with an appropriate gesture (for example, wave) with 75% accuracy in 3 out of 4 opportunities as measured by observation.By the end of the IEP period, during group activities, [Student Name] will answer yes/no questions using AAC with 80% accuracy in 4 out of 5 sessions as measured by communication tallies.By the end of the IEP period, when given a social story, [Student Name] will share a toy or object with a peer with 80% accuracy in 3 out of 4 play sessions as measured by teacher notes.By the end of the IEP period, when provided sensory regulation supports, [Student Name] will independently use a calming strategy with 85% accuracy in 4 out of 5 observations as measured by self-regulation charts.By the end of the IEP period, when using a visual schedule, [Student Name] will transition to the next activity with minimal gestural prompts with 90% accuracy in 5 out of 6 transitions as measured by prompt-fading data.By the end of the IEP period, when offered activity choices, [Student Name] will select a preferred option via pointing or AAC with 85% accuracy in 4 out of 5 trials as measured by choice-making logs.By the end of the IEP period, when shown a picture cue, [Student Name] will identify basic emotions in self or others with 80% accuracy in 3 out of 4 instructional trials as measured by data sheets.By the end of the IEP period, when using PECS, [Student Name] will complete reciprocal exchanges with the correct icon card with 90% accuracy in 5 out of 6 sessions as measured by PECS phase records.By the end of the IEP period, when given a model, [Student Name] will point to named body parts with 85% accuracy in 4 out of 5 learning trials as measured by teacher tallies.By the end of the IEP period, when provided a visual sequence, [Student Name] will complete a three-step self-care task independently with 80% accuracy in 3 out of 4 opportunities as measured by task-analysis data.By the end of the IEP period, when using a communication device, [Student Name] will activate it to answer familiar questions with 75% accuracy in 3 out of 4 sessions as measured by AAC logs.By the end of the IEP period, during group activities, [Student Name] will initiate peer interaction using gesture, picture card, or AAC with 80% accuracy in 4 out of 5 trials as measured by observation.By the end of the IEP period, when given preferred and non-preferred items, [Student Name] will reject the non-preferred item using AAC or picture with 90% accuracy in 5 out of 6 trials as measured by communication data.By the end of the IEP period, when using a token system, [Student Name] will work on structured tasks for 10 minutes with minimal prompts with 85% accuracy in 4 out of 5 sessions as measured by duration logs.By the end of the IEP period, when working with a communication partner, [Student Name] will request help via AAC or gesture with 80% accuracy in 3 out of 4 classroom needs as measured by data sheets.By the end of the IEP period, when provided tactile or visual supports, [Student Name] will identify named classroom objects with 85% accuracy in 4 out of 5 trials as measured by teacher observation.These attentional control IEP goals are helpful for just about any student.Social Skills IEP Goals for AutismBy the end of the IEP period, during structured interactions, [Student Name] will initiate a greeting to a peer with 80% accuracy in 4 out of 5 opportunities as measured by social-skills checklists.By the end of the IEP period, when provided visual prompts, [Student Name] will take turns in a game or group activity with 85% accuracy in 3 out of 4 trials as measured by observation tallies.By the end of the IEP period, when in social situations, [Student Name] will use appropriate eye contact with 80% accuracy in 4 out of 5 interactions as measured by teacher logs.By the end of the IEP period, when shown a modeled example, [Student Name] will recognize and respond to non-verbal cues with 75% accuracy in 3 out of 4 practice sessions as measured by data sheets.By the end of the IEP period, when given a visual prompt or script, [Student Name] will initiate a conversation with 80% accuracy in 3 out of 4 opportunities as measured by communication tallies.By the end of the IEP period, when engaged in role-play, [Student Name] will identify a problem and propose an appropriate solution with 85% accuracy in 4 out of 5 activities as measured by teacher records.By the end of the IEP period, when guided through a peer activity, [Student Name] will share a preferred item with 80% accuracy in 4 out of 5 opportunities as measured by observation.By the end of the IEP period, when given feedback, [Student Name] will use polite language in interactions with 90% accuracy in 5 out of 6 trials as measured by teacher tallies.By the end of the IEP period, when presented a conflict scenario, [Student Name] will use calm language to state their perspective with 80% accuracy in 4 out of 5 role-plays as measured by data sheets.By the end of the IEP period, after instruction, [Student Name] will show empathetic behavior with 75% accuracy in 3 out of 4 observed social situations as measured by teacher logs.By the end of the IEP period, when using a visual schedule for interactions, [Student Name] will participate in a conversation of at least three exchanges with 80% accuracy in 4 out of 5 sessions as measured by communication checklists.By the end of the IEP period, when given visual instructions, [Student Name] will stay on topic with a peer for two minutes with 85% accuracy in 4 out of 5 conversations as measured by timing sheets.By the end of the IEP period, when provided modeling and visuals, [Student Name] will appropriately join a group activity with 80% accuracy in 3 out of 4 opportunities as measured by teacher observation.By the end of the IEP period, during structured opportunities, [Student Name] will respond appropriately to peer questions or comments with 85% accuracy in 4 out of 5 trials as measured by data sheets.By the end of the IEP period, after instruction on boundaries, [Student Name] will maintain personal space with 80% accuracy in 3 out of 4 observations as measured by teacher logs.By the end of the IEP period, when given a social narrative, [Student Name] will wait in line appropriately with 90% accuracy in 5 out of 6 observations as measured by behavior tallies.By the end of the IEP period, during group activities, [Student Name] will wait for their turn without prompts with 85% accuraFeeling inspired and in search of more social skills IEP goals? Check them out here.IEP Goals for Students With Low Support NeedsBy the end of the IEP period, when given a written schedule, [Student Name] will independently follow daily classroom routines with 90% accuracy in 5 out of 6 opportunities as measured by teacher data collection.By the end of the IEP period, when provided with a structured template, [Student Name] will write a cohesive paragraph containing a topic sentence, supporting details, and a conclusion with 85% accuracy in 4 out of 5 writing tasks as measured by rubric-based scoring.By the end of the IEP period, when given social opportunities, [Student Name] will participate in a conversation by initiating and maintaining at least three exchanges with 80% accuracy in 4 out of 5 observed interactions as measured by teacher observation.By the end of the IEP period, when provided a graphic organizer, [Student Name] will identify the main idea and three supporting details from a text with 85% accuracy in 5 out of 6 trials as measured by work samples.By the end of the IEP period, when taught problem-solving strategies, [Student Name] will identify a problem and propose an appropriate solution in social scenarios with 80% accuracy in 4 out of 5 role-play trials as measured by teacher checklist.By the end of the IEP period, when presented with emotional-regulation tools, [Student Name] will independently use a self-calming strategy when frustrated with 85% accuracy in 4 out of 5 opportunities as measured by teacher observation.By the end of the IEP period, when given a timed task, [Student Name] will complete academic work within the allotted time frame with 90% accuracy in 5 out of 6 observations as measured by work-completion records.By the end of the IEP period, during group discussions, [Student Name] will raise their hand and respond in turn with relevant information with 85% accuracy in 4 out of 5 sessions as measured by teacher tally.By the end of the IEP period, when provided with specific feedback, [Student Name] will use polite verbal phrases such as excuse me or thank you with 90% accuracy in 5 out of 6 monitored interactions as measured by data collection.By the end of the IEP period, when given peer-interaction opportunities, [Student Name] will demonstrate appropriate eye contact and body orientation during conversations with 80% accuracy in 3 out of 4 observations as measured by teacher checklist.By the end of the IEP period, when math instruction is broken into steps, [Student Name] will independently solve multi-step math problems with 90% accuracy in 5 out of 6 practice sets as measured by work samples.By the end of the IEP period, when assigned non-preferred group tasks, [Student Name] will remain on task without redirection for at least 10 minutes with 85% accuracy in 4 out of 5 trials as measured by time-on-task logs.By the end of the IEP period, when provided with context clues, [Student Name] will infer the meaning of unfamiliar words from text with 85% accuracy in 4 out of 5 reading activities as measured by teacher records.By the end of the IEP period, when given structured opportunities, [Student Name] will initiate a social interaction with a peer or adult using appropriate language with 80% accuracy in 3 out of 4 trials as measured by teacher observation.By the end of the IEP period, during structured classroom activities, [Student Name] will refrain from interrupting others by waiting their turn to speak with 90% accuracy in 5 out of 6 observations as measured by teacher checklist.By the end of the IEP period, when presented with conflicting opinions, [Student Name] will express their point of view respectfully without raising their voice or becoming physically agitated with 80% accuracy in 3 out of 4 discussions as measured by teacher observation.By the end of the IEP period, when given verbal or visual prompts, [Student Name] will independently transition between classroom activities with 85% accuracy in 4 out of 5 trials as measured by teacher data collection.By the end of the IEP period, during peer-group activities, [Student Name] will demonstrate active listening by nodding, maintaining eye contact, and paraphrasing with 80% accuracy in 3 out of 4 sessions as measured by observation checklist.By the end of the IEP period, when given a rubric, [Student Name] will self-assess completed work and identify at least one area for improvement with 85% accuracy in 4 out of 5 assignments as measured by student reflections.By the end of the IEP period, when provided organizational tools such as a checklist, [Student Name] will prioritize and complete assigned tasks in order with 90% accuracy in 5 out of 6 observations as measured by teacher data.Just about any student can benefit from these planning IEP goals, so check them out!IEP Behavior Goals for Autistic StudentsBy the end of the IEP period, when given verbal or visual prompts, [Student Name] will use a self-calming strategy during moments of frustration with 85% accuracy in 4 out of 5 incidents as measured by behavior logs.By the end of the IEP period, when provided with a visual cue, [Student Name] will remain seated during instructional time without leaving their seat with 90% accuracy in 5 out of 6 sessions as measured by teacher observation.By the end of the IEP period, when taught alternative behaviors, [Student Name] will appropriately request a break instead of engaging in inappropriate behaviors with 80% accuracy in 4 out of 5 opportunities as measured by behavior data.By the end of the IEP period, when given a structured routine, [Student Name] will transition between activities without displaying agitated behaviors with 85% accuracy in 4 out of 5 trials as measured by teacher logs.By the end of the IEP period, when provided reinforcement, [Student Name] will complete non-preferred tasks without avoidance behaviors with 80% accuracy in 4 out of 5 trials as measured by task-completion records.By the end of the IEP period, when given social stories, [Student Name] will demonstrate appropriate conflict-resolution strategies with 85% accuracy in 4 out of 5 practice scenarios as measured by teacher checklist.By the end of the IEP period, when given a nonverbal cue, [Student Name] will refrain from repetitive behaviors during classroom activities with 80% accuracy in 4 out of 5 observations as measured by behavior data sheets.By the end of the IEP period, when provided role-play scenarios, [Student Name] will identify triggers for negative behaviors and propose alternative solutions with 75% accuracy in 3 out of 4 sessions as measured by teacher records.By the end of the IEP period, when given visual supports, [Student Name] will follow classroom rules such as raising a hand to speak with 90% accuracy in 5 out of 6 lessons as measured by teacher tally.By the end of the IEP period, during structured opportunities, [Student Name] will actively participate in group activities without interrupting peers with 85% accuracy in 4 out of 5 trials as measured by observation.By the end of the IEP period, when provided explicit instruction, [Student Name] will appropriately express feelings using verbal or visual tools instead of displaying negative behaviors with 80% accuracy in 4 out of 5 instances as measured by behavior logs.By the end of the IEP period, when allowed breaks, [Student Name] will demonstrate on-task behavior for at least 15 consecutive minutes with 85% accuracy in 4 out of 5 trials as measured by time-on-task data.By the end of the IEP period, when given a prompt, [Student Name] will ask for help instead of refusing tasks with 85% accuracy in 4 out of 5 attempts as measured by teacher observation.By the end of the IEP period, when provided emotional-regulation tools, [Student Name] will indicate their emotional state during challenging tasks with 80% accuracy in 3 out of 4 opportunities as measured by mood-chart review.By the end of the IEP period, when given reminders, [Student Name] will comply with adult instructions and complete assigned tasks with 85% accuracy in 4 out of 5 observations as measured by teacher data.By the end of the IEP period, when provided positive reinforcement, [Student Name] will wait in line appropriately without challenging behaviors with 90% accuracy in 5 out of 6 observations as measured by teacher checklist.By the end of the IEP period, when given access to a calming corner, [Student Name] will recognize signs of frustration and independently move to the area with 85% accuracy in 4 out of 5 occurrences as measured by behavior logs.By the end of the IEP period, when following structured routines, [Student Name] will independently complete morning and dismissal procedures with 90% accuracy in 5 out of 6 days as measured by teacher records.By the end of the IEP period, when provided a visual timer, [Student Name] will stay focused on tasks and transition effectively at the timers end with 80% accuracy in 3 out of 4 trials as measured by observation.By the end of the IEP period, when given explicit expectations and visual supports, [Student Name] will demonstrate self-control during highly stimulating situations without disruptive behaviors with 85% accuracy in 4 out of 5 observations as measured by behavior data.Looking for more goals? Here are some for emotional control, impulse control, and self-monitoring.How Do You Write an IEP Goal for Autistic Students?When youre writing an IEP goal, you need to be as specific, measurable, and relevant to the students needs as possible.One widely-used method is the SMART goal formula, which you may already know stands for Specific, Measurable, Achievable, Relevant, and Time-bound.To make it specific, pinpoint the exact skill or behavior the student needs to work on. Instead of saying, Improve social skills, try Initiate peer interactions during group activities.To make the goal measurable, you need to define how progress will be measured. For example, Student will independently greet peers in 4 out of 5 observed interactions.Set realistic goals within the context of the students abilities. Focus on steady progress rather than perfection. To make sure the IEP is relevant, each IEP goal should focus on helping the student develop skills theyll use in academic, social, or functional settings.And finally, make sure to include a timeframe for achieving the goal (the time-bound part of the SMART goal equation). A deadline keeps things actionable and accountable. (Pro tip: if youre looking for more time management IEP goals, you can find them here).Heres an example of a SMART IEP goalBy the end of the semester, Sally will use a visual schedule to transition between activities with verbal prompts in 80% of observed opportunities.This goal is clear, tied directly to the students needs, and includes measurable outcomes to track progress.Data Tracking Methods for IEP Goals for Autistic StudentsIEP goals are only as good as your ability to measure progress. Thats where data tracking comes in. Robust, reliable data allows you to monitor a students development, celebrate victories, and identify when adjustments to the approach are needed.Measuring Progress for IEP Goals for AutismHere are some strategies you can use for tracking your students progress toward their goals:Observation logsChecklists and rubricsData collection sheetsParent feedbackDigital tools (apps like ClassDojo or Goalbook can be particularly effective)No matter which tool you use (and feel free to use more than one), the key here is consistencyselect data collection methods that fit your routine so youre more likely to track progress regularly, and stick to your routine!Final ThoughtsEvery step you take as a special education teacher has a lasting impact. And while the work that goes into crafting tailored, individualized IEP goals for autism might be challenging, the rewards are immeasurable.After all, any milestone your students achieve, no matter how small they might seem, represents massive progressand massive potential. Youre not just drafting a document. Youre laying the foundation for lifelong success.FAQWhat is an example of an IEP for autism?An IEP for autism might include goals focused on improving communication, social interaction, and independent living skills. For example, a communication goal could be, By the end of the semester, [Student Name] will use two-word phrases to request items of choice during structured activities in 4 out of 5 opportunities.What are good IEP goals examples?Examples of IEP goals include improving fine motor skills (e.g., cutting with scissors), enhancing emotional regulation ([Student Name] will identify their feelings using a visual chart), or developing social skills (e.g., initiating play with a peer).What is a SMART goal for autism spectrum disorder?A SMART goal might be, By the end of the second quarter, [Student Name] will independently follow a 3-step directive with 90% accuracy in 4/5 opportunities as measured by teacher observation.Does autism qualify for IEP or 504?Autism typically qualifies a student for an IEP if their condition significantly impacts their ability to access the general education curriculum. A 504 Plan, which provides accommodations rather than specialized instruction, can also be an option depending on the severity of the students needs.Further Reading 88%(8)88% found this document useful (8 votes)11K viewsThis document provides an overview of an Individualized Education Program (IEP) for a child with autism/PDD. It outlines the special education services, accommodations, goals, and consideratAI-enhanced title and descriptionSaveSave Sample IEP for Child With Autism For Later88%88% found this document useful, undefined

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