Comprehensive Inclusive Education: General Education & Inclusive IEP GOAL Examples

The purpose of this document is to expand on the discussion of Inclusive IEP goals by providing examples of IEP goals (condition, skill & criteria) that lend themselves to inclusive instruction and access to and engagement in general education content and activities. As IEP goals are individual to the learner, these goals are only a guide as you create individualized goals and format them according to your state's IEP specifications. These goals are based upon the work of colleagues across the country and we hope they will support others in writing IEP goals that are pertinent to their inclusive context.

Considerations for writing inclusive IEP goals

When writing inclusive IEP goals, teams will want to ensure that goals are ***clearly aligned with the activities, routines, and materials that are present in the general education classroom.*** This starts with writing an inclusive condition statement in the goal.

In the example goals below, the conditions are clearly aligned with typical activities in general education settings: transitions, mathematics lessons, and the reading block. See how changes in the condition statements change how the goal might be implemented in a more inclusive way. The inclusive goals are highlighted in yellow.

Routines/Transitions example

	Traditional goal	**Inclusive goal**
Condition	Given a transition from a preferred to non-preferred activity,	Given **transitions throughout the school day and a visual schedule with a materials checklist,**
Skill	<student> will improve transitions	<student> will **use the materials checklist to have all materials out and ready for the next activity**
Criteria	from requiring 2 or fewer verbal prompts in 3 / 5 opportunities to requiring 2 or fewer prompts in 5/5 opportunities.	from requiring 2 or fewer verbal prompts in 3 / 5 opportunities to requiring 2 or fewer prompts in 5/5 opportunities.

Mathematics example

	Traditional goal	**Inclusive goal**
Condition	Given an addition problem of calculating the sum within 50,	Given **various tools during a mathematics lesson (manipulatives, multiplication table, number line, graphic organizer),**
Skill	<student> will calculate the sum	<student> will **select an appropriate tool and operation to use to solve the problem (addition, subtraction, multiplication, or division)**
Criteria	improving calculation skills from 50% accuracy to 80% accuracy in ⅗ trials.	with 80% accuracy over a two week period

Reading example

	Traditional goal	**Inclusive goal**
Condition	Given flashcards of cvc words (-at, -ag, -an) and the prompt to “touch <cvc word>”,	**Given transitions and natural opportunities during the reading block,** flashcards of cvc words (-at, -ag, -an) and the prompt to “touch <cvc word>”,
Skill	<student> will touch the correct flashcard	<student> will touch the correct flashcard
Criteria	from a field of 3 with 80% accuracy	from a field of 3 with 80% accuracy (8/10 opportunities).

For more information see Full Document:
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Quick Links Common Core State Standards:
https://www.k12.wa.us/student-success/learning-standards-instructional-materials
http://www.corestandards.org/

Quick Links Dynamic Learning Maps:
https://dynamiclearningmaps.org/
https://www.dlmpd.com/all-modules-organized-by-claim/