



BREAKING AN IEP GOAL INTO SMALL STEPS

Activity overview:

In this activity, you will practice breaking down a goal from a child's Individualized Education Program (IEP) into smaller steps. These smaller steps can then be used to inform instruction and collect data.

Directions:

1. Choose a goal from the IEP of a child with a disability in your program:

If you prefer, you may select one of the following IEP goals instead:

- Can say the number name of last object counted in sets up to ten, when asked, "How many?" Currently the child rote counts in the correct order up to ten, but does not coordinate counting numbers with touching objects.
 - Can identify five different emotions in pictures. Currently the child identifies "happy" and "sad."
 - Can engage in imaginary play with peers by acting out roles. Currently the child plays alone using imaginary objects and actions (for example, sits on chair and pretends to drive a bus).
2. List the current skill level at the bottom. Above it, list the next steps you might expect the child to achieve. Each step should be small enough for the child to accomplish within a few weeks. The number of steps will vary, depending on the child's needs and the nature of the goal. These small steps can guide your lesson plans and activities, and help you evaluate the child's progress.

GOAL:
NEXT STEP:
NEXT STEP:
NEXT STEP:
CURRENT SKILL LEVEL: