

# Developing Student-Focused IEPs

When constructing individual educational plans (IEPs) for students with severe multiple disabilities, it is important to select global long range goal headings which tend to reflect key areas such as communication, fine motor, gross motor and sometimes social. These students are usually on modified programs.

The following are some examples of goal areas and corresponding global goal statements:

- **communication**

e.g., The student will develop interactive communication with those in his/her family, at school and in the community.

- **fine motor**

e.g., The student will partially participate in functional activities of daily living. Or  
The student will use his/her hands in functional activities of daily living.

- **gross motor**

e.g., The student will actively participate in activities throughout the day to promote flexibility and comfort.

Or

The student will increase his/her mobility to participate in activities at home, school and in the community.

- **social skills**

The student will continue to experience new activities and relationships at school and in the community as a life long learner.

Goal areas such as **vision** or **hearing** may stand-alone or be incorporated into one of the above goal statements as a supportive objective (e.g., the student uses gaze to make choices). Next, the resource teacher generally looks to the student's **therapists** for input on appropriate wording for the **objectives** that will fall under each of these global goal areas. It is important that the language and focus in these objectives is student related. The objectives should clearly state what it is that we expect the student to demonstrate. What is the active participation for the student in that objective? When writing IEP objectives we need to ask ourselves:

- What will this look like for the student?
- Is this a student objective or a team objective?

- How would we measure progress?

Some objectives reflect **team-related** work. Avoid writing objectives that really indicate the team's strategy to support the student's objectives. We need to continue to ask ourselves when writing IEP objectives:

- What is it that we are going to measure for signs of improvement?
- What is the student's active participation?

All IEP objectives should start with....The student will.....

This will help to keep us focused on real outcomes for the student.

- Refer to the "**Sample IEP**" in this section.
- Refer to the "**IEP Worksheet Activity**" in this section to practice identifying meaningful student-focused objectives.