

Sample IEP Goals for Students with TBI

Remember...

- Often students with TBI need goals that go beyond any one specific academic area
- Keep goals functionally oriented and outcome-based
- Base goals on the student strengths paired with student need
- Look for changes in any of these areas
- IEP may need to be rewritten every 2–4 months to meet changing needs of student
- State objectives as an increase in positive behaviors rather than the elimination of negative behaviors

Areas of Difficulty and Sample IEP Goals

Communication

- Given a topic, Steven will take 4 turns in a conversation before changing the topic 3 out of 4 trials across 3 settings: in speech therapy, in the classroom and in the hallway.
- Sam will choose an activity and show a picture of that activity to another student as an invitation to play.

Behavior

- Jenny will remove herself from a confrontation with a classmate by going to the counselor's office and choosing an activity from her cool down box: 2 out of 3 opportunities during lunch/recess.
- Jenny will learn 5 games to play during recess.
- Jenny will choose a game she knows how to play each recess and play it appropriately.

Cognition

- Sarah will rest during 4th period to help keep her alert in 5th, 6th, and 7th periods.

Memory

- After learning 4 memory techniques, Sarah will chose one and use it to recall the names of 5 friends 3 times each week.
- To be better prepared for homework, Sam will record class assignments in a planner and review it at the end of the day with Mr. Green.

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Attention

- Shelly will self-advocate by requesting the elimination of sources of distraction during instruction in an appropriate way 4 out of 5 times two consecutive days.

Abstract Thinking

- Given a form to complete, Suzy will make a reasonable inference about a paragraph she has read 4 out of 5 times for 6 weeks in a row.
- After listening to a paragraph from different content areas, Ginger will accurately predict what might happen next.

Judgment

- With guidance Mary will use a matrix of choices to determine the best option for herself when deciding between 3 possibilities
- Mary will meet with Ms. Stand to discuss 1 choice she plans to make prior to lunch 3 out of 5 days each week.

Problem Solving

- Sandy will generate 4 solutions to a problem she has had at recess and choose a solution to try the next recess 3 out of 5 days each week.
- After choosing a problem, Sid will meet with his mentor to determine ways to solve the problem.

Reasoning

- Bentley will create a shopping list using the amount of money he has budgeted.
- With guidance, Bentley will use a shopping list he has created to purchase needed items for the week at the store.

Information Processing

- Given a prompt or cue, Kyle will write his name in less than 30 seconds
- After listening to a story, Sandy will retell with pauses of less than 30 seconds, 3 times each week.

Sensory

- When crossing the street with assistance, Steve will turn his head to use his right eye to scan the left side of his body to keep his body safe.

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Perceptual Motor

- Taylor will be escorted between classes to assist her in finding her way (accommodation)
- Taylor will use visual cues to find her way from class to class independently 4 out of 5 classes for 3 consecutive days.
- The assistant will ask Taylor to determine how to find her way from class to class and assist only as needed (accommodation).

Physical Abilities

- Given a tangible cue, Dakota will navigate the hall independently in his wheel chair to the destination indicated by the cue.
- Karla will spend 30 minutes each day in her stander.