



Writing and Monitoring IIPs: Sample Goals and Monitoring Tools

Resources Created for Teachers by Teachers

SRPSD Student Support Services

2014

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Creating S.M.A.R.T. Goals

Strategic/Specific

Goals should be simplistically written and clearly define what you are going to do.

- Well defined
- Clear

Measurable

Goals should be measurable so that you have tangible evidence that you have accomplished the goal.

- Know if the goal is obtainable and how far away completion is.
- Know when it has been achieved.

Attainable

Goals should be achievable; they should stretch you slightly so you feel challenged, but defined well enough so that you can achieve them.

- Agreement with all the stakeholders what the goals should be.

Results Oriented

- Within the availability of resources, knowledge and time.

Time Bound

- Enough time to achieve the goal.

Examples of IIP Goals/Outcomes

Academic Achievement

Reading – Elementary

1. By June, ____ will read at level 28 as measured by the DRA2.
2. By June, _____ will read with fluency and comprehension at level 16 as measured by the DRA2.

3. By June, _____ will independently read and follow a three step written assignment in ELA at least 80% of the time as measured by teacher observation.
4. By June, STUDENT will identify the all of the consonant sounds as measured by the early literacy screen.
5. By June, STUDENT will independently count from 1 to 100 at least 4 out of 5 trials.
6. By June, STUDENT will independently read out loud 100 grade 2 basic Dolch sight words with 90% accuracy in 4 out of 5 attempts, as documented on the STUDENT's monitoring forms.
7. By Spring 2014, _____ will increase his reading comprehension score by 3 points when tested on the DRA at his independent reading level.
8. By June 2014, Student will be reading Level 12-14/15 books from the Thomson Nelson series with a minimum of 90% accuracy rate on answering a comprehension question related to the book read on that particular day.
9. By June, _____ will be reading at a DRA level of ____ and will achieve mastery in the following categories of the Early Literacy Assessment: segmenting, grapheme manipulation, decoding, and invented spelling.
10. By June, _____ will increase one level in his DRA. (Fluency or comprehension)
11. By June, _____ will know the first 100 Fry words.
12. By June, STUDENT will achieve an average of 2 in all classes. (Student Achieve)
13. _____ will increase his DRA reading level from Level ____ to Level ____ by the end of June 2014.

Reading - Middle Years/High School

1. By June, _____ will independently read and follow a three step written assignment in ELA at least 80% of the time as measured by teacher observation.

Writing - Elementary

1. By June, STUDENT will be able to complete 2 paragraphs in his/her daily journal with minimal prompting on 4/5 trials.
2. By June, STUDENT will be able to independently write a complete sentence in his/her journal (neatly, with proper spacing and on the line) in 4 out 5 trials.
3. By June 2014, Student will participate in 20 minutes of sustained writing, without protest or task avoidance on 4 out of 5 trials.
4. By June 2014, the student will be able to write a small composition of 5 to 6 complete sentences (state curriculum outcome).

Writing - Middle Years/High School

1. By June, with the assistance of a helper, STUDENT will correctly fill out forms requiring personal information on 3 out of 5 trials.
2. By June, when given a specific writing topic, _____ will write 3-5 complete sentences in correct paragraph form with correct capitalization and punctuation 4 out of 5 times. (For data collection: a writing rubric)
3. By June, after reading independently or listening to a story read aloud, _____ will write a summary of the passage by providing the main idea along with 3-5 important details on 3 out of 4 trials. (For data collection: a writing rubric)

Math - Elementary

1. By June, _____ will achieve a Level 3 Proficiency or Level 4 Mastery 5/7 or more of the Grade 5 Number strand Outcomes in Math
2. By June, _____ will achieve 50% catch-up growth in Gr 5 Math Number Strand Outcomes (as per SRSD formula this equates to 4 or more of the Number Strand Outcomes)
3. By June, _____ will complete 50% or more of the Gr 6 Math Outcomes (with adaptations) at a Level 3 or 4 (Proficiency or Mastery)
4. By June, STUDENT will achieve 80% accuracy on Grade 5 equivalent unit tests in areas of basic addition, subtraction, multiplication, and division.

5. By June, STUDENT will be able to independently add and subtract 2 digit numbers with and without regrouping, with 90% accuracy on 4 out of 5 trials.
6. By June, STUDENT will be able to correctly match numbers 1-10 with corresponding number of objects on 4 of 5 trials.
7. By June, STUDENT will be able to independently complete basic addition/subtraction facts from 1 -25, with 80% accuracy, in 4 out of 5 trials.
8. By June, STUDENT will be able to independently identify and count numbers up to and including 200, with 95% accuracy on 4 out of 5 attempts.
9. By June 2014, the student will achieve or master 3 out of 8 curricular outcomes in numeracy.
10. By June, _____ will master 3/11 or greater of the grade 6 math number stand outcomes (as per the SRSP formula for 50% catch-up growth).
11. By June, _____ will score in the blue or green benchmarks (proficiency or mastery), in the Numbers strand as measured by the SRPSD Grade 2 Common Math Assessment.

Math - Middle Years/High School

Life Skills

1. By June, STUDENT will be able to independently and accurately match the oral names of animals (bear, moose, fish, deer, bird), food (apple, toast, cereal, sandwich, pizza, potatoes), and primary colors by pointing to the appropriate pictures, when displaced in a group of no less than 4 pictures, 75% of the time in 4 out of 5 days, as documented on the STUDENT 's monitoring forms.
2. By June, STUDENT will be able to independently count from 1 to 100 with 95% accuracy on 4 out of 5 days.
3. By June, STUDENT will be able to match numbers 1-10 with the corresponding number of objects, 90% of the time on 4 of 5 days, as documented on the STUDENT's monitoring forms.

4. By June, STUDENT will be able to independently recognize and name all the pre-primer, primer, and grade 1 sight words (see attached list) with 90% accuracy on 4 out of 5 days, as documented on the STUDENT's monitoring forms.
5. By June, STUDENT will write his/her full name, address, phone number and birthdate, with an accuracy of 80% on 4 out of 5 trials, as documented on the STUDENT's monitoring forms.
6. By June, STUDENT will calculate the amount of money earned during work placement over a period of 5 days with an accuracy of 80%, as documented on the STUDENT's monitoring forms.
7. By June, STUDENT will be able to independently complete basic addition/subtraction facts from 1 -25, with 80% accuracy, in 4 out of 5 days, as documented on the STUDENT 's monitoring forms.
8. By June, STUDENT will be able to independently identify time by the hour and by the half hour on both analog and digital clocks, with 80% accuracy on 4 out of 5 days, as documented on the STUDENT's monitoring forms.
9. By June, STUDENT will be able to independently count out money required to purchase items of value from \$1.00 to \$20.00 in whole dollar amounts, with 80% accuracy in 4 out of 5 days, as documented on the STUDENT's monitoring forms.

Independence

1. By June, _____ will follow 3 step oral instructions presented to the class, without prompting, 85% of the time based on a tracking checklist.
2. By June, _____ will be able to complete two- step directions with 2 or less prompts from a staff member to increase independence in transitioning from class to class in 8/10 trials.
3. By June, _____ will remain on task (sit in seat, complete work without bothering others) for a 10 minute duration during _____class by the end of the year, so that he can increase his time on task.
4. By June, _____ will be able to independently put his own things away. i.e.) papers in his backpack, his lunch kit, jacket, sweater, shoes, based on a checklist at _____% over a 5 day consecutive period.

5. By June, _____ will improve his overall academic achievement in Gr. 4 math by achieving blue in the Numeracy Strand with less than 5 prompts per math period.
6. By June, _____ will be able to choose strategies from his personal bank so that he's/she's empowered to choose in-house options to create a positive outcome.
7. By June, _____ will be able to start and complete tasks independently 4 out of 5 times.
(define "task")
8. By June, _____ will complete a written academic task, with one prompt, on 4/5 consecutive days or 80% of the time. (*Define "prompt"...verbal, cue, etc.*). *Can switch out the task to meet a reading, listening, etc.
9. By June, _____ will complete a written academic task, with no more than 3 verbal prompts for each, 80% of the time. (*define who is keeping track of the verbal prompts or giving them*)
10. By June, _____ will complete tasks independently, with no verbal reminders, 80% of the time. (*define "task"*)
11. By June, _____ will complete an academic task when provided with initial instruction on 90% of the daily assignments.
12. By June, _____ will attempt a written academic assignment before asking for feedback, 100% of the time.
13. By June, _____ will successfully complete all tasks and follow instructions, with one verbal prompt for each, on 5/5 consecutive days. (*define who is keeping track of the verbal prompt or giving them*)
14. By June, _____ will work independently for 20 minutes each period 6/6 periods each day.
15. By June 2014, the student will independently be able to organize a list of needed items for the elementary fridge, shop for the needed items and keep track of money spent on his calculator once on the six day cycle.
16. By June 2014, the student will be able to identify, choose and apply with minimal to no assistance, self-regulating strategies in the classroom setting using the programs How Does Your Engine Run and Second Step.

17. By June _____ will demonstrate independent on- task behaviors 50% of the time in class.
18. By June _____ will complete 25% of an assignment independently before appropriately requesting assistance.
19. By June 2014, Student will be able to determine what class she has next without any verbal prompting by staff members with 80% accuracy. This will occur on a regular school day containing no scheduling changes. Data Tracking Sheet as follows:

On the front of the sheet is the actual goal out of the IIP for reference purposes

| Student Independence Tracking |
|-------------------------------|
| Date: |
| Date: |
| Date: |
| Date: |
| Date: |

- The above sheets are copied on a bright color and hand-distributed to classroom teachers
 - Teachers are simply instructed to place a check mark (by the date) for each time the student asks “What’s next?”
 - Tracking is completed for each reporting period
20. By June 2014, Student will be able to prepare a basic meal by planning and cooking and ensure all food groups are met within that meal (as referenced by the Canada Food Guide). The meal must be edible. (*Data Tracking: a photo of the completed meal including a checklist to determine if all four food groups have been met.*)
 21. By June, _____ will be able to move from her classroom to other destinations within the school using her walker without hands-on support 100% of the time.
 22. By June, _____ will be able to complete her academic assignments and tasks without assistance from the educational assistant 80% of the time.
 23. By June, _____ will be able to begin his assignments or tasks without teacher prompting 80% of the time.

24. By June, _____ will attempt to put on his own jackets and shoes before asking for help 4 out of 5 occasions.
25. By June, _____ will be able to work independently on a given task or assignment for a minimum of 10 minutes.
26. By June, _____ will complete his assignments by following directions independently.

Communication

1. By June, _____ will be able to speak in a clear sentence, so that he can get his wants/needs across clearly 80% of the time.
2. By June, _____ will be able to state 3 (state how many sentences if suitable for the students) simple sentences to communicate his needs and wants.
3. By June, _____ will calmly express her wants and needs with her friends and teachers using words, gestures, pointing, and eye contact, 80% of the time. (**can remove the word "calmly" if it is not suitable for student*).
4. By June _____, will spontaneously produce a grammatically correct 3 word sentence with 100% accuracy during a structured activity.
5. By June, _____ will answer 4 out of 5 open ended questions about a short passage he has just heard over a given length of time (*make more specific to student needs. Ex: over 3 days, 4 out of 5 trials or a weekly basis*)
6. By June, _____ will be able to express himself using complete sentences with proper grammar, so that he can be understood by everyone.
7. By June, _____ will correctly say /s/ in words with 80% accuracy given verbal and visual cues. Please consult with SLP ☺
8. By June, _____ will raise his hand to answer or ask a question in class 5/8 periods each day.
9. By June 2014, Student will initiate a conversation in an environment outside of school with a person unfamiliar to him in 4 out of five opportunities. *Note: I have a student with this goal attempting to initiate dialogue with residents at the Big River Health Center when*

some of our students go there to volunteer. (Data Tracking: Observation & photo of the situation)

10. By June, _____ will be able to verbalize his need for assistance rather than gesturing on 4 out of 5 occasions.
11. By June, _____ will be able to use 25 words that indicate her wants and needs using gestures, pictures, or technology.
12. By June, _____ will request help using a visual cue _____ (i.e. raising hand, moving to teacher /EA for assistance, other pre-determined visual).
13. By June _____ will verbally communicate her needs and wants to a teacher or EA when overwhelmed with stressful situations in 80 % of her classes.
14. By June, will respond _____ (i.e. written, gesture, verbal) to questions asked of him 50% of the time.
15. By June, STUDENT will be able to communicate without swearing on a daily basis while at school. The teacher will keep a checklist at his/her desk to track the use of swearing.
16. (Selective Mutism) - While being videotaped on the iPad, without an adult present, _____ will repeat, verbally, in speaking voice, 100% of the time, the skills presented by the EST of the numbers, letters/sounds, sight words and reading of grade level books.
17. (Selective Mutism) – By June 2014, _____ will interact verbally 100% of the time, in a speaking voice directly with the EST during remedial sessions for word attack skills, pronunciation correction and reading of books.

Sign Language

1. By June, ____ will spontaneously sign 20 basic signs throughout the day to meet his wants/needs 4 out of 5 school days.
2. By June, ____ will retell story using SL following visual prompts 4 out of 5 days.

Motor Skills

1. By June, ____ will be able to print his name independently on 4/5 consecutive attempts.
2. By June, _____ will develop the ability to _____(i.e. skip, balance, catch, throw) as demonstrated in a game situation in 4/5 attempts.
3. By June, ____ will be able to _____ (i.e. legibly print words, cut close to the lines, colour within the lines,) independently in 4/5 attempts.
4. By June, _____ will be able to use a 3 or 4 point hand grip with printing tools (marker, crayon, pencil, etc.) to trace straight and curved lines, including letters.

Personal/Social Well-being

1. By June, ____ will independently transition from one activity to another, in 4/5 situations.
2. By June, _____ will verbally communicate his emotions when frustrated in 4/5 situations demonstrating self – regulation strategies.
3. By June, ____ will demonstrate respectful behaviors _____ (i.e. positive language, turn taking, following game rules) with his peers in 4/5 small group settings.
4. By June, ____ will raise his hand to communicate his wants / needs relevant to the task in 4/5 situations.
5. By June, ____ will be able to work in a group of up to 4 students while demonstrating positive group behavior _____ (i.e. turn taking, listening to others, staying on tasks) in 4/5 situations .

6. By June, _____ will focus on positive feedback to peers _____ (i.e. tattling, interrupting, impulsive attention seeking behaviors) in 4/5 situations.
7. By June, _____ will be present when school begins at 8:50 am on 80% of school days, during previous month.
8. By June, _____ will cooperate with staff directives, complying 4 out of 5 times, for 5 consecutive days.
9. By June, _____ will engage in age and school appropriate conversation, as outlined in the strategies, with peers 100% of the time for 5 consecutive days.
10. By June, _____ will demonstrate age-appropriate social behaviors in class, 80% of the time for 5 consecutive days.
11. By June, _____ will be in class at 8:50 am, for 5 consecutive days.
12. By Spring 2014 _____ will attend school regularly, having a maximum of 2 unexcused absences per month. *(As documented by: Data from Maplewood. Attendance tracking sheet created for file)*
13. By June, _____ will participate in a minimum of two extracurricular activities and will attend 90% of the time during the _____ school year.
14. By June, _____ will be able to sit in a group with his classmates without verbally interrupting 4 out of 5 times per day.
15. By June, _____ will be able to engage in safe, hands-off play during recess without teacher reminders 80% of the time.

16. By June, _____ will respond to authority in a positive manner 100% of the time, on a daily basis. (One note – school behavior log – checked daily)
17. By June, _____ will be able to interact with his peers properly. He will be able to verbalize his emotions in a positive way. (*Once per day - This depends on the individual student*)
18. By June, STUDENT will converse on appropriate topics on a daily basis while at school. *The teacher will keep anecdotal records of the inappropriate topics and the date.*
19. By June, _____ will interact socially at recess with a peer buddy at least 1 time per day, by using a speaking voice and spontaneous conversation of 1 sentence or more based on peer observation and EST follow-up.
20. By June, _____ will accept a consequence if he breaks a rule, without a negative reply, in 3 out of 4 trials. *For data collection: Behaviour monitoring form with space to record student reaction to a given consequence.*

Health/ Medical Need/Personal Care

1. By June, _____ will use sign language to communicate the need to use the washroom independently, 100% of the time.
2. By June, _____ will verbally communicate the need to use the washroom independently, 100% of the time.
3. By June, _____ will follow personal hygiene habits at school 100% of the time.
4. By June, _____ will be able to verbalize his need to go to the bathroom on 4 out of 5 occasions.

5. By June _____ will self -regulate to manage her anxiety _____% of the time in order to remain in the classroom.
6. By June 2014, the student will be able to independently make his own lunch at the school once on the six day cycle.
7. By June, _____ will take his medication 80% of the time in 5 days.

Safety

1. By June, _____ will be able to respond appropriately to his emotions at school 80% of the time on 5/5 consecutive days.
2. By June, _____ will not harm himself or other people in his class or on the playground, 100% of the time on 5/5 consecutive days.
3. By June, _____ will be able to use his words calmly when he's frustrated or upset, 100% of the time during 5/5 consecutive days.
4. By June, _____ will keep her hands and feet to herself 100% of the time on 5/5 consecutive days.
5. By June, _____ will not leave the classroom or school without following proper procedures (i.e. obtaining permission or following the "I Need a Break Plan"), 100% of the time on 5/5 consecutive days.
6. By June, _____ will seek teacher assistance when feeling frustrated, angry, or bullied with 80% of peer conflicts.

7. By June, _____ will be able to play safely with peers on the playground at recess without instigating physical altercations 80% of the time.
8. By June, ____ will follow rules at the outside recess and at noon hour. He will consistently use the proper behavior 100% of the time.

Sensory

1. By June 2014, _____ will implement self-regulating strategies without disrupting peers in at least 25/30 class periods.
2. By June 2014, the student will be able to choose a taught strategy to regulate an appropriate level of alertness in any school settings.
3. By June, _____ will independently choose an appropriate sensory tool when needed 100% of the time during carpet time 5/5 days.

Transitions

1. By June, ____ will be able to transition from one activity to another and will know what is expected at each part of the day, so that he can follow the rules and routines of the classroom.
2. By June, ____ will transition from one activity to another at each part of the day, so that he can follow classroom routines and feel that he is part of the class.
3. By June, ____ will be able to transition from morning to afternoon smoothly and without meltdowns, so that she does not disrupt the entire class.
4. By June, ____ will be able to come in from recess each time and line up with her class independently and without reminders, so that she can be on time and with her classmates.

5. By June, ___ will come into the classroom and participate in kindergarten activities, so that he can learn the rules and routines of school.
6. By June, _____ will move from one activity to another without the teacher/EA having to repeat several times, so that he can learn to become more independent and follow the rules and routines of the classroom.
7. By June, _____ will successfully transition from one activity to another, with no verbal reminders, on 5/5 consecutive days.
8. By June, _____ will be where she should be at start-up times (100% of the time on 4/5 consecutive days).
9. By June, _____ will follow rules and procedures during transition times, 4/5 consecutive days to 100% accuracy.
10. By June, _____ will move successfully throughout the school during transition times, on 4/5 consecutive days.
11. By June, _____ will transition between tasks and activities as requested, with no prompting, on 4/5 consecutive days.
12. By June, _____ will be able to independently transition from one subject to the next with no more than 2 verbal prompts per week.
13. By June, _____ will comply with all or all but one transition requests within 30 sec., on 5/5 consecutive days.
14. By June, _____ will move throughout the school, following rules and procedures, on 5/5 consecutive days.

15. By June, _____ will be prepared for class after each transition time: morning arrival, morning recess, lunch, afternoon recess (promptly in classroom and seat, with materials and ready to learn) on 5/5 consecutive days.
16. By June, _____ will be able to smoothly transition from one activity to the next without emotional outbursts, so that he can follow the class and move from one activity to another, on 5/5 consecutive days.
17. By June, _____ will move from one activity to another without “shutting down” (e.g. putting his head on his desk, refusing to cooperate, refusing to talk to others), so that he can learn right alongside with his peers, on 5/5 consecutive days.
18. By June, _____ will be able to successfully transition between assignments/subjects without disrupting other students, on 5/5 consecutive days.
19. By June, _____ will transition between periods and recess interacting in an appropriate manner with her peers 7/8 times.
20. By June, _____ will transition 100% of the time without verbal reminders 5/5 days.
21. By June 2014, _____ will independently transition to and from the classroom before and after recess at least 80% of the time.
22. By June 2014, _____ will be able to transition to Art & IA classes independently, getting the books and tools required, with one verbal prompt per day from a staff member with 90% accuracy. Data Tracking Sheet as follows:

| Student’s Arrival to Art & IA Classes | |
|--|------------------|
| Week of _____ | |
| Date: Date: Date: | Art Class |
| Date: | IA Class |

Date: _____

- The above sheets are copied on a bright color and hand-distributed to classroom teachers
- Teachers are simply instructed to place a check mark (by the date) for each time the student arrives at class with all required materials
- Teacher indicates is student required a prompt
- Tracking is completed for each reporting period

23. By June, _____ will transition independently between classes so that she will be _____ (on time/present) _____% of the month.

24. Daily – By June 2014, _____ will be able to move from one class to the next and into and out of recess times without constant supervision to ensure the safety of himself and others 5 out of 5 days.

Monitoring Tools

Helpful Websites:

A great website with monitoring tools for behavioural goals, anger management sheets, tons of classroom management and student support sheets:

- <http://www.freeprintablebehaviorcharts.com/>

Goal Monitoring - Example #1

| | Chase | Day 1 | Day 2 | Day 3 | Day 4 | Day 5 |
|------------------------------|---|-------|-------|-------|-------|-------|
| Personal & Social Well-being | -will follow staff directives without arguing or crying on 5/5 consecutive days | | | | | |
| Transition | -will transition between tasks and activities as requested, with no prompting, on 4/5 consecutive days | | | | | |
| Health/Medical/Personal Care | -will follow age-appropriate personal hygiene regimes within the school (i.e. washing hands after using washroom, refraining from picking nose), to 100% accuracy on 5/5 consecutive days | | | | | |

Goal Monitoring - Example #2

Target Behaviours

Name: _____ Date: _____

Goal / Behavior:

| | | M | Tu | W | Th | F |
|------------|--|---|----|---|----|---|
| 1 | | | | | | |
| 2 | | | | | | |
| Recess | | | | | | |
| 3 | | | | | | |
| 4 | | | | | | |
| Noon Break | | | | | | |
| 5 | | | | | | |
| 6 | | | | | | |
| Recess | | | | | | |
| 7 | | | | | | |
| 8 | | | | | | |

Goal / Behavior:

| | | M | Tu | W | Th | F |
|------------|--|---|----|---|----|---|
| 1 | | | | | | |
| 2 | | | | | | |
| Recess | | | | | | |
| 3 | | | | | | |
| 4 | | | | | | |
| Noon Break | | | | | | |
| 5 | | | | | | |
| 6 | | | | | | |
| Recess | | | | | | |
| 7 | | | | | | |
| 8 | | | | | | |

Strategy / Supports:

Strategy / Supports:

Goal Monitoring - Example #3

Daily Tracking

Name: _____ Dates _____

| | Monday | Tuesday | Wednesday | Thursday | Friday |
|-------------|--------|---------|-----------|----------|--------|
| 9:00-9:15 | | | | | |
| 9:15-9:30 | | | | | |
| 9:30-9:45 | | | | | |
| 9:45-10:00 | | | | | |
| 10:00-10:15 | | | | | |
| 10:15-10:30 | | | | | |
| 10:30-10:45 | | | | | |
| 10:45-11:00 | | | | | |
| 11:00-11:15 | | | | | |
| 11:15-11:30 | | | | | |
| 11:30-11:45 | | | | | |
| 11:45-12:00 | | | | | |
| 12:00-12:15 | | | | | |
| 12:15-12:30 | | | | | |
| 12:30-12:45 | | | | | |
| 12:45-1:00 | | | | | |
| 1:00-1:15 | | | | | |
| 1:15-1:30 | | | | | |
| 1:30-1:45 | | | | | |
| 1:45-2:00 | | | | | |
| 2:00-2:15 | | | | | |
| 2:15-2:30 | | | | | |

On Task Non-Compliant Being Rude Demanding /Bargaining Physical Outburst Thinking room/tantrum

Goal Monitoring - Example #4

Monitoring 3 Goals – 6 Day Cycle

| | Day 1 | Day 2 | Day 3 | Day 4 | Day 5 | Day 6 |
|----------------------|-------|-------|-------|-------|-------|-------|
| Independence | | | | | | |
| Communication | | | | | | |
| Academic Achievement | | | | | | |

Goal Monitoring - Example #5

Monitoring 3 Goals – Days of the Week

| | Monday | Tuesday | Wednesday | Thursday | Friday | Monday |
|----------------------|--------|---------|-----------|----------|--------|--------|
| Independence | | | | | | |
| Communication | | | | | | |
| Academic Achievement | | | | | | |

Goal Monitoring - Example #6

Single Goal Sheet - Days of the Week

| | Monday | Tuesday | Wednesday | Thursday | Friday |
|--------------|--------|---------|-----------|----------|--------|
| Independence | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |

Goal Monitoring - Example #7

Rubric Monitoring Tool

| | 4 (Mastery) | 3 (Proficient) | 2 (Approaching) | 1 (Beginning) |
|----------|------------------------|---------------------------|----------------------------|--------------------------|
| November | | | | |
| December | | | | |
| January | | | | |
| February | | | | |
| March | | | | |
| April | | | | |
| May | | | | |
| June | | | | |

Goal Monitoring - Example #8

5-Point Focus Scale

| # | How it looks/feels | How am I doing? Date: Subject: |
|---|---|--------------------------------------|
| 1 | I am not working. I am looking around, playing with things, thinking about other things. I cannot focus. | |
| 2 | I am not getting much work done. I am looking around. I am thinking about other things. Others have to remind me to keep working. | |
| 3 | I am trying to work. I am looking around. I am thinking about other things. I really have to think about my work. | |
| 4 | I am working. I am thinking about other things. I have to remind myself to stay focused. | |
| 5 | I am working. I am not distracted. I can focus without reminders. | |

Goal Monitoring - Example #9

Playground Transitions





By June, 2014, _____ will independently and appropriately transition to and from the classroom before and after recess at least 80% of the time.

| | Monday | Tuesday | Wednesday | Thursday | Friday |
|-----------------------|-----------|-----------|-----------|-----------|-----------|
| Date: | | | | | |
| Day: | | | | | |
| 8:40 – 8:55 | In | In | In | In | In |
| 10:41 – 10:56 | Out In | Out In | Out In | Out In | Out In |
| 12:09 – 12:34 Noon | Out In | Out In | Out In | Out In | Out In |
| 2:18 – 2:28 | Out In | Out In | Out In | Out In | Out In |

Comments: _____

Goal Monitoring - Example #10

Good Work

| 1 | 2 | 3 | 4 |
|---|--|---|--|
|  <p>Not Good</p> <p>I waste time.</p> <p>I do not work.</p> <p>I make noise.</p> <p>I bother others.</p> |  <p>Hmmmmm</p> <p>I do a little bit of work.</p> <p>I stop noises with reminders.</p> <p>I stop bothering others when reminded.</p> |  <p>Good Job!</p> <p>I work most of the time.</p> <p>No noises.</p> <p>No bothering others.</p> |  <p>Wow!</p> <p>I do all my work.</p> <p>No noises.</p> <p>No bothering others.</p> |

IIP Review – Meeting with teachers

Student: _____

Date: _____

| Area of Development: | Area of Development: | Area of Development: |
|---|---|---|
| Progress to Date 1 2 3 4 | Progress to Date 1 2 3 4 | Progress to Date 1 2 3 4 |
| How is the student doing on the outcome right now? Score on tracking: _____ Notes/Comments: | How is the student doing on the outcome right now? Score on tracking: _____ Notes/Comments: | How is the student doing on the outcome right now? Score on tracking: _____ Notes/Comments: |
| Next steps: | Next steps: | Next steps: |

