

IEP GOALS

EXECUTIVE FUNCTIONING SKILLS

- Time-Management

- The student will know how to formulate a routine regarding the steps and sequence of the events.

- The student can create a daily or weekly planner without adult support.

- The student will time themselves for every task and then accordingly create a plan for future tasks.

- The student will learn to use a visual timer and give oneself the time to transition from completing an older task to initiating a new task.

- The student will ensure the checklist consisting of routine is completed within the stipulated time and with 90% accuracy.

IEP GOALS

EXECUTIVE FUNCTIONING SKILLS

- Organization

- The student would develop the habit of writing a daily planner.

- Before starting the project or task, the student would create a step-wise strategy to approach task completion.

- The student would make time to organize objects and items every day.

- The student would always add a new task and their deadlines to the checklist.

- The student will set a prioritized hierarchy in the checklist at the end of the day once all the tasks for the day or week have been added.

IEP GOALS

EXECUTIVE FUNCTIONING SKILLS

- Problem-Solving

- The student will use the self-regulatory script without adult supervision in unexpected situations.

- The student will begin a new activity only after completing a previous task.

- The student would be able to identify their roadblocks and problem areas.

- For open-ended assignments, the student would independently follow a course of action that has been previously taught or practiced under the supervision of an educator.

- The student would use negotiation and compromise strategies in 90% of situations of conflict.

IEP GOALS

EXECUTIVE FUNCTIONING SKILLS

- Attention

- The student would practice active listening skills, i.e. observing non-verbal cues and reflecting on what is being said.

- The student will be able to self-identify triggers and distractions.

- The student will learn how to create a conducive environment for task completions, suitable timings, and one's learning needs.

- The student would have to demonstrate 80% accuracy in problem-solving that requires a step-by-step approach (math problems).

- The student will register but not respond to distracting stimuli.

IEP GOALS

EXECUTIVE FUNCTIONING SKILLS

- Working Memory

- The student will use self-made at least 10 mnemonics or recall cues for a given chapter to better retain course material.

- The student will keep track of all questions that took the extra time or more than what was required.

- The student will create a summary of course material in smaller pointers for a better recall.

- The student will make use of real-life examples to make inferences easier.

- The student will repeat classroom learning as homework daily.

IEP GOALS

EXECUTIVE FUNCTIONING SKILLS

- Goal-Setting

- The student will make a list of weekly goals.

- The student, with the assistance of a teacher, will complete a resource and time analysis for goal-setting.

- The student will reflect and write 5 reasons for the importance of achieving the set goals.

- The student will evaluate achievement or progress about every goal at the end of the week.

- The student will redefine or modify goals if needing more time or are more complex to achieve.

IEP GOALS

EXECUTIVE FUNCTIONING SKILLS

- Starting A Task

- The student will create a daily list of tasks with two columns: preferred and non-preferred tasks.

- The student will initiate the task within 15 minutes of assigning.

- Before beginning the task, the student will create a skeleton of steps or format.

- The student will use visual support, like a calendar or a clock, to be in sync with incomplete work and the time left.

- The student will only take 5-15 minutes breaks to prevent exhaustion and accurately complete 80% of all the daily tasks.

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EXECUTIVE FUNCTIONING SKILLS

- Starting A Task

- The student will proofread or double-check 90% of the time, before submitting an assignment.

- The student will use the sandwich approach of feedback giving to learn to receive constructive criticism.

- The student could create strengths and weak reports of their project or themselves, after every formal evaluation.

- Based on the analysis of weakness or difficult tasks assigned, the student will ask for an explanation or help from others like peers or teachers.

- The student will increase difficulty with time to ensure progress with practice and repetition, without adult supervision.

IEP GOALS

EXECUTIVE FUNCTIONING SKILLS

- Emotional Control

- The student will participate in classroom competitions to imbibe a healthy spirit and learn self-regulation regardless of a winning or losing situation.

- The student will learn to focus on the task rather than the internal states of panic or frustration.

- The students would be asked to share their experience of the day that helps them reflect on their emotional state during tasks or class competitions.

- Modelling self-regulation strategies to the students, like deep breaths, or imagery for a few minutes.

- Students would be taught to be accommodating towards mistakes and look at the learning after failure.

IEP GOALS

EXECUTIVE FUNCTIONING SKILLS

- Sustaining Effort

- The student will self-identify their most common task avoidance behaviors.

- The students will create hierarchical rewards they would want to get after completing daily, weekly or monthly targets.

- The student will identify their motivators and come up with 5 ways they can use them.

- The students would be paired with high-achievers to learn about their daily motivators and routine.

- The student will learn that task completions aren't daily or weekly goals but life goals.