

Category Name	Title	Goal Description	When Given	Student Will	Improving	From Text	To Text	As Measured By	Styer-Fitzgerald Data Sheet	Email	District Code	Old District Code
Reading	A—Uppercase Letter Identification	When given (5) uppercase letters (list the letters), the student will identify the letter shown by naming it, improving reading skills from (0%) accuracy to (90%) accuracy for (3) days as measured by teacher-collected data by (m/d/year).	(5) uppercase letters (list the letters)	identify the letter shown by naming it	reading skills	(0%) accuracy	(90%) accuracy for (3) days	teacher-collected data by (m/d/year)	Functional Reading A			
Reading	A—Uppercase Letter Identification (Nonverbal)	When given (5) uppercase letters (list the letters), the student will identify the letter by pointing to the letter named, improving reading skills from (0%) accuracy to (90%) accuracy for (3) days as measured by teacher-collected data by (m/d/year).	(5) uppercase letters (list the letters)	identify the letter by pointing to the letter named	reading skills	(0%) accuracy	(90%) accuracy for (3) days	teacher-collected data by (m/d/year)	Functional Reading A			
Reading	A—Uppercase Letter Matching - Modified	When given (13) uppercase letters (list the letters), the student will match letters, improving reading skills from (0/13) letters to (13/13) letters for (3) days as measured by teacher-collected data by (m/d/year).	(13) uppercase letters (list the letters)	match letters	reading skills	(0/13) letters	(13/13) letters for (3) days	teacher-collected data by (m/d/year)	Functional Reading A			
Reading	A—Uppercase Letter Sounds	When given (5) acquired uppercase letters (list the letters), the student will make the sound of the letter presented, improving reading skills from (0%) accuracy to (90%) accuracy for (3) days as measured by teacher-collected data by (m/d/year).	(5) acquired uppercase letters (list the letters)	make the sound of the letter presented	reading skills	(0%) accuracy	(90%) accuracy for (3) days	teacher-collected data by (m/d/year)	Functional Reading A			
Reading	A—Uppercase Letter Sounds (Nonverbal)	When given (5) acquired uppercase letters and letter sounds (list the letters), the student will point to the letter corresponding to the sound made, improving reading skills from (0%) accuracy to (90%) accuracy for (3) days as measured by teacher-collected data by (m/d/year).	(5) acquired uppercase letters and letter sounds (list the letters)	point to the letter corresponding to the sound made	reading skills	(0%) accuracy	(90%) accuracy for (3) days	teacher-collected data by (m/d/year)	Functional Reading A			

Category Name	Title	Goal Description	When Given	Student Will	Improving	From Text	To Text	As Measured By	Styer-Fitzgerald Data Sheet	Email	District Code	Old District Code
Reading	A—Lowercase Letter Identification	When given (5) lowercase letters (list the letters), the student will identify the letter shown by naming it, improving reading skills from (0%) accuracy to (90%) accuracy for (3) days as measured by teacher-collected data by (m/d/year).	(5) lowercase letters (list the letters)	identify the letter shown by naming it	reading skills	(0%) accuracy	(90%) accuracy for (3) days	teacher-collected data by (m/d/year)	Functional Reading A			
Reading	A—Lowercase Letter Identification (Nonverbal)	When given (5) lowercase letters (list the letters), the student will identify the letter by pointing to the letter named, improving reading skills from (0%) accuracy to (90%) accuracy for (3) days as measured by teacher-collected data by (m/d/year).	(5) lowercase letters (list the letters)	identify the letter by pointing to the letter named	reading skills	(0%) accuracy	(90%) accuracy for (3) days	teacher-collected data by (m/d/year)	Functional Reading A			
Reading	A—Lowercase Letter Matching - Modified	When given (13) lowercase letters (list the letters), the student will match letters, improving reading skills from (0/13) letters to (13/13) letters for (3) days as measured by teacher-collected data by (m/d/year).	(13) lowercase letters (list the letters)	match letters	reading skills	(0/13) letters	(13/13) letters for (3) days	teacher-collected data by (m/d/year)	Functional Reading A			
Reading	A—Lowercase Letter Sounds	When given (5) acquired lowercase letters (list the letters), the student will make the sound of the letter presented, improving reading skills from (0%) accuracy to (90%) accuracy for (3) days as measured by teacher-collected data by (m/d/year).	(5) lowercase letters (list the letters)	make the sound of the letter presented	reading skills	(0%) accuracy	(90%) accuracy for (3) days	teacher-collected data by (m/d/year)	Functional Reading A			

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Reading	A—Lowercase Letter Sounds (Nonverbal)	When given (5) acquired lowercase alphabet letters and letter sounds (list the letters), the student will point to the letter corresponding to the sound made, improving reading skills from (0%) accuracy to (90%) accuracy for (3) days as measured by teacher-collected data by (m/d/year).	(5) lowercase letters and letter sounds (list the letters)	point to the letter corresponding to the sound made	reading skills	(0%) accuracy	(90%) accuracy for (3) days	teacher-collected data by (m/d/year)	Functional Reading A			
Reading	A—Mixed-case Letter Identification	When given (5) mixed-case letters: (list the letters), the student will identify the letter by naming it, improving reading skills from (0%) accuracy to (90%) accuracy for (3) days as measured by teacher-collected data by (m/d/year).	(5) mixed-case letters (list the letters)	identify the letter by naming it	reading skills	(0%) accuracy	(90%) accuracy for (3) days	teacher-collected data by (m/d/year)	Functional Reading A			
Reading	A—Mixed-case Letter Identification (Nonverbal)	When given (5) mixed-case letters (list the letters), the student will identify the letter by pointing to the letter named, improving reading skills from (0%) accuracy to (90%) accuracy for (3) days as measured by teacher-collected data by (m/d/year).	(5) mixed-case letters (list the letters)	identify the letter by pointing to the letter named	reading skills	(0%) accuracy	(90%) accuracy for (3) days	teacher-collected data by (m/d/year)	Functional Reading A			
Reading	A—Mixed-case Letter Sounds	When given (5) acquired mixed-case letters (list the letters), the student will make the sound of the letter presented, improving reading skills from (0%) accuracy to (90%) accuracy for (3) days as measured by teacher-collected data by (m/d/year).	(5) mixed-case letters (list the letters)	make the sound of the letter presented	reading skills	(0%) accuracy	(90%) accuracy for (3) days	teacher-collected data by (m/d/year)	Functional Reading A			

Category Name	Title	Goal Description	When Given	Student Will	Improving	From Text	To Text	As Measured By	Styer-Fitzgerald Data Sheet	Email	District Code	Old District Code
Reading	A—Mixed-case Letter Sounds (Nonverbal)	When given (5) acquired mixed-case letters and letter sounds (list the letters), the student will point to the letter corresponding to the sound made, improving reading skills from (0%) accuracy to (90%) accuracy for (3) days as measured by teacher-collected data by (m/d/year).	(5) mixed-case letters and letter sounds (list the letters)	point to the letter corresponding to the sound made	reading skills	(0%) accuracy	(90%) accuracy for (3) days	teacher-collected data by (m/d/year)	Functional Reading A			
Reading	B—Name Identification	When given name cards, the student will identify his or her name, improving reading skills from being able to point to name with (50%) accuracy to (100%) accuracy for (3) days as measured by teacher-collected data by (m/d/year).	name cards	point to his or her name	reading skills	(50%) accuracy	(100%) accuracy for (3) days	teacher-collected data by (m/d/year)	Functional Reading B			
Reading	B—Name Identification - Written Differently	When given name cards with names written in (3) different styles (list styles), the student will identify his or her name, improving reading skills from being able to point to name written in (3) different styles with (50%) accuracy per style to (100%) accuracy per style for (3) days as measured by teacher-collected data by (m/d/year).	name cards with names written in (3) different styles (list styles)	point to his or her name	reading skills	(50%) accuracy per style	(100%) accuracy per style for (3) days	teacher-collected data by (m/d/year)	Functional Reading B			
Reading	B—Name Identification - Different Settings	When given name cards in (5) different settings (list settings), student will point to his or her name, improving reading skills from being able to point to name in (5) different settings with (50%) accuracy per setting to (100%) accuracy per setting for (3) days as measured by teacher-collected data by (m/d/year).	name cards in (5) different settings (list settings)	point to his or her name	reading skills	(50%) accuracy per setting	(100%) accuracy per setting for (3) days	teacher-collected data by (m/d/year)	Functional Reading B			

Category Name	Title	Goal Description	When Given	Student Will	Improving	From Text	To Text	As Measured By	Styer-Fitzgerald Data Sheet	Email	District Code	Old District Code
Reading	C—Sight Words (Phase I)	When given (10) new sight words (list words from Sets 1-6), the student will read sight words, improving reading skills from (50%) accuracy to (80%) accuracy for (3) days as measured by teacher-collected data by (m/d/year).	(10) new sight words (list words from Sets 1-6)	read sight words	reading skills	(50%) accuracy	(80%) accuracy for (3) days	teacher-collected data by (m/d/year)	Functional Reading C			
Reading	C—Sight Words (Phase I) (Nonverbal)	When given (10) new sight words (list words from Sets 1-6), the student will point to the sight word named, improving reading skills from (50%) accuracy to (80%) accuracy for (3) days as measured by teacher-collected data by (m/d/year).	(10) new sight words (list words from List 1-6)	point to the sight word named	reading skills	(50%) accuracy	(80%) accuracy for (3) days	teacher-collected data by (m/d/year)	Functional Reading C			
Reading	C—Sight Words (Phase I) - Variety of Settings	When given (10) new sight words (list words from Sets 1-6), the student will read sight words in (5) settings (list settings), improving reading skills from (10) words in (1/5) settings to (10) words in (4/5) settings or (3) days as measured by teacher-collected data by (m/d/year).	(10) new sight words (list words from Lists 1-6) in (5) settings (list settings)	read sight words	reading skills	(10) words in (1/5) settings	(10) words in (4/5) settings for (3) days	teacher-collected data by (m/d/year)	Functional Reading C			
Reading	C—Sight Words (Phase I) - Variety of Settings (Nonverbal)	When given (10) new sight words (list words from Sets 1-6), the student will point to the sight words named in (5) settings (list settings), improving reading skills from (10) words in (1/5) settings to (10) words in (4/5) settings for (3) days as measured by teacher-collected data by (m/d/year).	(10) new sight words (list words from Lists 1-6) in (5) settings (list settings)	point to the sight words named	reading skills	(10) words in (1/5) settings	(10) words in (4/5) settings for (3) days	teacher-collected data by (m/d/year)	Functional Reading C			

Category Name	Title	Goal Description	When Given	Student Will	Improving	From Text	To Text	As Measured By	Styer-Fitzgerald Data Sheet	Email	District Code	Old District Code
Reading	D—Sight Words (Phase II)	When given (10) new sight words (list words from Sets A-E), the student will read sight words, improving reading skills from (50%) accuracy to (80%) accuracy for (3) days as measured by teacher-collected data by (m/d/year).	(10) new sight words (list words from Lists A-E)	read sight words	reading skills	(50%) accuracy	(80%) accuracy for (3) days	teacher-collected data by (m/d/year)	Functional Reading D			
Reading	D—Sight Words (Phase II) (Nonverbal)	When given (10) new sight words (list words from Sets A-E), the student will point to sight words named, improving reading skills from (50%) accuracy to (80%) accuracy for (3) days as measured by teacher-collected data by (m/d/year).	(10) new sight words (list words from Lists A-E)	point to sight words named	reading skills	(50%) accuracy	(80%) accuracy for (3) days	teacher-collected data by (m/d/year)	Functional Reading D			
Reading	D—Sight Words (Phase II) - Variety of Settings	When given (10) acquired sight words (list words from Sets A-E), the student will read sight words across (5) settings (list settings), improving reading skills from (10) words in (1/5) settings to (10) words in (4/5) settings for (3) days as measured by teacher-collected data by (m/d/year).	(10) acquired sight words (list words from Lists A-E) in (5) settings (list settings)	read sight words across (5) settings (list settings)	reading skills	(10) words in (1/5) settings	(10) words in (4/5) settings for (3) days	teacher-collected data by (m/d/year)	Functional Reading D			
Reading	D—Sight Words (Phase II) - Variety of Settings (Nonverbal)	When given (10) acquired sight words (list words from Sets A-E), the student will point to sight words named across (5) settings (list settings), improving reading skills from (10) words in (1/5) settings to (10) words in (4/5) settings for (3) days as measured by teacher-collected data by (m/d/year).	(10) acquired sight words (list words from Lists A-E) in (5) settings (list settings)	point to sight words named across (5) settings (list settings)	reading skills	(10) words in (1/5) settings	(10) words in (4/5) settings for (3) days	teacher-collected data by (m/d/year)	Functional Reading D			

Category Name	Title	Goal Description	When Given	Student Will	Improving	From Text	To Text	As Measured By	Styer-Fitzgerald Data Sheet	Email	District Code	Old District Code
Reading	E—Reading Comprehension	When given (3) short stories to read (list stories) the student will answer (5) comprehension questions (<i>where</i> , <i>when</i> , <i>who</i> , <i>what</i> , and <i>why</i>), improving reading skills from being able to answer (20%) accuracy per story to (80%) accuracy per story for (3) days as measured by teacher-collected data by (m/d/year).	(3) short stories to read (list stories)	answer (5) comprehension questions (<i>where</i> , <i>when</i> , <i>who</i> , <i>what</i> , and <i>why</i>)	reading skills	(20%) accuracy per story	(80%) accuracy per story for (3) days	teacher-collected data by (m/d/year)	Functional Reading E			
Reading	F—Building Proficiency	When given reading material with acquired words from (4) media (list media) and a worksheet, student will answer (5) questions per media, improving reading skills from (20%) accuracy per media to (80%) accuracy per media for (3) days as measured by teacher-collected data by (m/d/year).	reading material with acquired words from (4) media (list media) and a worksheet	answer (5) questions per media	reading skills	(20%) accuracy per media	(80%) accuracy per media for (3) days	teacher-collected data by (m/d/year)	Functional Reading F			

Category Name	Title	Goal Description	When Given	Student Will	Improving	From Text	To Text	As Measured By	Styer-Fitzgerald Data Sheet	Email	District Code	Old District Code
Reading	A—Matching Colors	When given colors (red, green, blue, black, brown, orange, yellow, white, pink, purple), the student will match (10) color cards, improving reading skills from being able to match (2/10) color cards to being able to match (10/10) color cards for (3) days as measured by teacher-collected data by (m/d/year).	colors (red, green, blue, black, brown, orange, yellow, white, pink, purple)	match (10) color cards	reading skills	(2/10) color cards	(10/10) color cards for (3) days	teacher-collected data by (m/d/year)	Colors A			
Reading	B—Identifying Colors	When given colors (red, green, blue, black, brown, orange, yellow, white, pink, purple), the student will name (10) colors presented, improving reading skills from being able to name (2/10) color cards to being able to name (10/10) color cards for (3) days as measured by teacher-collected data by (m/d/year).	colors (red, green, blue, black, brown, orange, yellow, white, pink, purple)	name (10) colors presented	reading skills	(2/10) color cards	(10/10) color cards for (3) days	teacher-collected data by (m/d/year)	Colors B			
Reading	B—Identifying Colors (Nonverbal)	When given colors (red, green, blue, black, brown, orange, yellow, white, pink, purple), the student will point to (10) colors named, improving reading skills from pointing to (2/10) color cards named to pointing to (10/10) color cards named for (3) days as measured by teacher-collected data by (m/d/year).	colors (red, green, blue, black, brown, orange, yellow, white, pink, purple)	point to the (10) colors named	reading skills	(2/10) color cards	(10/10) color cards for (3) days	teacher-collected data by (m/d/year)	Colors B			
Reading	C—Reading Color Words	When given (10) color sight words (list words), the student will read the sight words, improving functional reading skills from reading color sight words for (2/10) colors to reading color sight words for (10/10) colors for (3) days as measured by teacher-collected data by (m/d/year).	(10) color sight words (list words)	read color sight words	reading skills	(2/10) colors	(10/10) colors for (3) days	teacher-collected data by (m/d/year)	Colors C			

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Reading	C—Reading Color Words (Nonverbal)	When given (10) color sight words (list words), the student will point to the sight word named, improving functional reading skills from pointing to color sight words named for (2/10) colors to pointing to color sight words named for (10/10) colors for (3) days as measured by teacher-collected data by (m/d/year).	(10) color sight words (list words)	point to color sight words named	reading skills	(2/10) colors	(10/10) colors for (3) days	teacher-collected data by (m/d/year)	Colors C			
Reading	C—Matching Colors to Words	When given (10) color sight words (list words) and color cards, the student will point to the color represented by the word, improving functional reading skills from pointing to the color represented by the word for (2/10) colors to pointing to the color represented by the word for (10/10) colors or (3) days as measured by teacher-collected data by (m/d/year).	(10) color sight words (list words) and color cards	point to the color represented by the word	reading skills	(2/10) colors	(10/10) colors for (3) days	teacher-collected data by (m/d/year)	Colors C			

Category Name	Title	Goal Description	When Given	Student Will	Improving	From Text	To Text	As Measured By	Styer-Fitzgerald Data Sheet	Email	District Code	Old District Code
Math	A—Matching Shapes	When given (5) different shapes (list shapes), the student will match shape cards, improving math skills from being able to match (2/5) shape cards to being able to match (5/5) shape cards for (3) days as measured by teacher-collected data by (m/d/year).	(5) different shapes (list shapes)	match shape cards	math skills	(2/5) shape cards	(5/5) shape cards for (3) days	teacher-collected data by (m/d/year)	Shapes A			
Math	B—Identifying Shapes	When given (5) different shapes (list shapes), the student will name shape cards, improving math skills from being able to identify (2/5) shape cards to being able to identify (5/5) shape cards for (3) days as measured by teacher-collected data by (m/d/year).	(5) different shapes (list shapes)	name shape cards	math skills	(2/5) shape cards	(5/5) shape cards for (3) days	teacher-collected data by (m/d/year)	Shapes B			
Math	B—Identifying Shapes (Nonverbal)	When given (5) different shapes (list shapes), the student will point to the shape cards named, improving math skills from being able to point to (2/5) shapes named to being able to point to (5/5) shapes named for (3) days as measured by teacher-collected data by (m/d/year).	(5) different shapes (list shapes)	point to shape cards named	math skills	(2/5) shape cards	(5/5) shape cards named for (3) days	teacher-collected data by (m/d/year)	Shapes B			
Math	C—Reading Shape Words	When given (5) different shape words (list shapes), the student will orally read the word presented, improving math skills from being able to orally read (2/5) shape words to being able to orally read (5/5) shape words for (3) days as measured by teacher-collected data by (m/d/year).	(5) different shapes words (list shapes)	orally read the shape words	math skills	(2/5) shape words	(5/5) shape words for (3) days	teacher-collected data by (m/d/year)	Shapes C			

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Math	C—Reading Shape Words (Nonverbal)	When given (5) different shape words (insert the shapes) the student will point the word named, improving math skills from being able to point to the shape word named (2/5) shape words to being able to point to the shape word named (5/5) shape words as measured by teacher collected data by (m/d/year).	(5) different shapes words (list shapes)	point to the shape words named	math skills	(2/5) shape words	(5/5) shape words for (3) days	teacher-collected data by (m/d/year)	Shapes C			
Math	C—Matching Shapes to Words	When given (5) acquired shape sight words (list words), the student will read the sight words and match the corresponding shape cards, improving math skills from being able to read and match shape sight words for (2/5) shapes to being able to read and match shape sight words for (5/5) shapes as measured by teacher-collected data by (m/d/year).	(5) shape sight words (its words) and corresponding shape cards	read the sight words and match the corresponding shape cards	math skills	(2/5) shapes	(5/5) shapes for (3) days	teacher-collected data by (m/d/year)	Shapes C			

Location Concepts

IEP Goal Bank - **ELEMENTARY LEVEL**

Category Name	Title	Goal Description	When Given	Student Will	Improving	From Text	To Text	As Measured By	Styer-Fitzgerald Data Sheet	Email	District Code	Old District Code
Adaptive Skills	A—Identifying Locations	When given (15) location concept cards (list locations), the student will name the locations represented, improving adaptive skills from naming (5/15) location concepts represented to naming (15/15) location concepts represented for (3) days as measured by teacher-collected data by (m/d/year).	(15) location concept cards (list locations)	name the locations represented	adaptive skills	(5/15) location concepts	(15/15) location concepts for (3) days	teacher-collected data by (m/d/year)	Location Concepts A			
Adaptive Skills	A—Identifying Locations (Nonverbal)	When given (15) location concept cards (list locations), the student will point to the location named, improving adaptive skills from pointing to (5/15) location concepts named, to pointing to (15/15) location concepts named for (3) days as measured by teacher-collected data by (m/d/year).	(15) location concept cards (list locations)	point to the locations named	adaptive skills	(5/15) location concepts	(15/15) location concepts for (3) days	teacher-collected data by (m/d/year)	Location Concepts A			
Adaptive Skills	A—Identifying Locations (Natural Environment)	When given (15) locations in a natural environment (list locations), the student will find the location named, improving adaptive skills from finding (5/15) location concepts named to finding (15/15) location concepts named for (3) days as measured by teacher-collected data by (m/d/year).	(15) locations in a natural environment (list locations)	find the locations named	adaptive skills	(5/15) location concepts	(15/15) location concepts for (3) days	teacher-collected data by (m/d/year)	Location Concepts A			
Adaptive Skills	B—Location Words	When given (15) location words (list words), the student will orally read the word presented, improving adaptive skills from orally reading (5/15) location words to orally reading (15/15) location words for (3) days as measured by teacher-collected data by (m/d/year).	(15) location words (list words)	orally read the location words	adaptive skills	(5/15) location words	(15/15) location words for (3) days	teacher-collected data by (m/d/year)	Location Concepts B			

Category Name	Title	Goal Description	When Given	Student Will	Improving	From Text	To Text	As Measured By	Styer-Fitzgerald Data Sheet	Email	District Code	Old District Code
Adaptive Skills	B—Location Words (Nonverbal)	When given (15) location words (list words), the student will point to the word named, improving adaptive skills from pointing to (5/15) location words named to pointing to (15/15) location words named for (3) days as measured by teacher-collected data by (m/d/year).	(15) location words (list words)	point to the location words named	adaptive skills	(5/15) location words	(15/15) location words for (3) days	teacher-collected data by (m/d/year)	Location Concepts B			
Adaptive Skills	B—Concept-to-Word Comprehension	When given (15) acquired location words (list words) and picture cards depicting locations, the student will match the word to the corresponding picture card, improving adaptive skills from matching the location word to its corresponding picture card for (5/15) location concepts to matching the word to its corresponding picture card for (15/15) location concepts for (3) days as measured by teacher-collected data by (m/d/year).	(15) location words (list words) and corresponding picture cards	match the location words to the corresponding picture	adaptive skills	(5/15) location concepts	(15/15) location concepts for (3) days	teacher-collected data by (m/d/year)	Location Concepts B			

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Adaptive Skills	Managing Accessibility Options	When given a (tablet, smartphone, or computer) and a (7) step task (list steps) for managing accessibility, the student will complete a (7)-step task for managing accessibility, improving adaptive skills from (1/7) steps independently to (7/7) steps independently for (5) days as measured by teacher-collected data by (m/d/year).	a (tablet, smartphone, or computer) and a (7)-step task (list steps) for managing accessibility	complete a (7)-step task for managing accessibility	adaptive skills	(1/7) steps independently	(7/7) steps independently for (5) days	teacher-collected data by (m/d/year).	Technology All			
Tablet												
Adaptive Skills	A1—Using a Tablet for Leisure	When given a tablet for leisure use, the student will complete a (5)-step task (list steps), improving adaptive skills from (1/5) steps with independence to (5/5) steps with independence for (5) days as measured by teacher-collected data by (m/d/year).	a tablet for leisure use	complete a (5)-step task (list steps)	adaptive skills	(1/5) steps with independence	(5/5) steps with independence for (5) days	teacher-collected data by (m/d/year)	Task Analysis: Technology A1			
Adaptive Skills	B1—Using a Tablet for Daily Tasks (Multiple Apps)	When given a tablet with multiple daily tasks (apps) on it (list apps), the student will complete a (3)-step task (list steps), improving adaptive skills from (1/3) steps per app with independence to (3/3) steps per app with independence for (3) days as measured by teacher-collected data by (m/d/year)	a tablet with multiple daily tasks on it (list apps)	complete a (3)-step task (list steps)	adaptive skills	(1/3) steps per app with independence	(3/3) steps per app with independence for (3) days	teacher-collected data by (m/d/year)	Task Analysis: Technology B1			

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Adaptive Skills	B1—Using a Tablet for Daily Tasks (Single App)	When given a tablet with a single daily task (app) on it (list app), the student will complete a (4)-step task (list steps), improving adaptive skills from (1/4) steps with independence to (4/4) steps with independence for (3) days as measured by teacher-collected data by (m/d/year)	a tablet with a single daily task (app)	complete a (4)-step task (list steps)	adaptive skills	(1/4) steps with independence	(4/4) steps with independence for (3) days	teacher-collected data by (m/d/year)	Task Analysis: Technology B1			
Phone												
Adaptive Skills	A2—Having Phone Conversations (Landline)	When given a landline phone to have a conversation, the student will complete a (6)-step task (list steps), improving adaptive skills from (2/6) steps with independence to (6/6) steps with independence for (3) days as measured by teacher-collected data by (m/d/year).	a landline phone to have a conversation	complete a (6)-step task (list steps)	adaptive skills	(2/6) steps with independence	(6/6) steps with independence for (3) days	teacher-collected data by (m/d/year)	Task Analysis: Technology A2			
Adaptive Skills	A2—Having Phone Conversations (Cell Phone)	When given a cell phone to have a conversation, the student will complete a (6)-step task (list steps), improving adaptive skills from (2/6) steps with independence to (6/6) steps with independence for (3) days as measured by teacher-collected data by (m/d/year).	a cell phone to have a conversation	complete a (6)-step task (list steps)	adaptive skills	(2/6) steps with independence	(6/6) steps with independence for (3) days	teacher-collected data by (m/d/year)	Task Analysis: Technology A2			

Category Name	Title	Goal Description	When Given	Student Will	Improving	From Text	To Text	As Measured By	Styer-Fitzgerald Data Sheet	Email	District Code	Old District Code
Adaptive Skills	B2—Making Emergency Calls	When given a mock phone and a presented emergency situation, the student will complete a (6)-step task to make an emergency call (list steps), improving adaptive skills from completing (2/6) steps with independence to (6/6) steps with independence for (3) days as measured by teacher-collected data by (m/d/year).	a mock phone and a presented emergency situation	complete a (6)-step task (list steps)	adaptive skills	(2/6) steps with independence	(6/6) steps with independence for (3) days	teacher-collected data by (m/d/year)	Task Analysis: Technology B2			
Adaptive Skills	C2—Texting	When given a cell phone to use for texting, the student will complete a (4)-step task (list steps), improving adaptive skills from (1/4) steps with independence to (4/4) steps with independence for (3) days as measured by teacher-collected data by (m/d/year).	a cell phone to use for texting	complete a (4)-step task (list steps)	adaptive skills	(1/4) steps with independence	(4/4) steps with independence for (3) days	teacher-collected data by (m/d/year)	Task Analysis: Technology C2			
Computer												
Adaptive Skills	A3—Matching Letters (Uppercase) to a computer keyboard	When given uppercase letter cards (list letters, e.g., A-J or A-Z) and a computer keyboard, the student will match the letter card to the corresponding letter on the keyboard, improving adaptive skills from matching (10%) of the uppercase alphabet to matching (90%) of the uppercase alphabet for (3) days, as measured by teacher-collected data by (m/d/year)	uppercase letter cards (list letters, e.g., A-J or A-Z) and a computer keyboard	match the letter card to the corresponding letter on the keyboard	adaptive skills	matching (10%) of the uppercase alphabet	matching (90%) of the uppercase alphabet for (3) days	teacher-collected data by (m/d/year)	Technology A3			

Category Name	Title	Goal Description	When Given	Student Will	Improving	From Text	To Text	As Measured By	Styer-Fitzgerald Data Sheet	Email	District Code	Old District Code
Adaptive Skills	A3—Matching Letters (Lowercase) to a computer keyboard	When given lowercase letter cards (list letters) and a computer keyboard, the student will match the letter card to the corresponding letter on the keyboard, improving writing skills from matching (10%) of the lowercase alphabet to matching (90%) of the lowercase alphabet for (3) days as measured by teacher-collected data by (m/d/year).	lowercase letter cards and a computer keyboard	match the letter card to the corresponding letter on the keyboard	adaptive skills	matching (10%) of the lowercase alphabet	matching (90%) of the lowercase alphabet for (3) days	teacher-collected data by (m/d/year)	Technology A3			
Adaptive Skills	A3—Matching Letters (Upper/Lower Case) to a computer keyboard	When given upper and lowercase letter cards (list letters) and a computer keyboard, the student will match the letter card to the corresponding letter on the keyboard, improving adaptive skills from matching (10%) of the upper and lowercase alphabet to matching (90%) of the upper and lowercase alphabet for (3) days as measured by teacher-collected data by (m/d/year).	upper/lower case letter cards (list letters) and a computer keyboard	match the letter card to the corresponding letter on the keyboard	adaptive skills	matching (10%) of upper/lower case alphabet	matching (90%) of upper/lower case alphabet for (3) days	teacher-collected data by (m/d/year)	Technology A3			
Adaptive Skills	B3—Typing (Personal Information)	When given a model (name, address, phone number) and a computer keyboard, the student will type his or her personal information (name, address, phone number), improving adaptive skills from typing personal information with (50%) accuracy to typing personal information with (90%) accuracy for (3) days as measured by teacher-collected data by (m/d/year).	a model (name, address, phone number) and a computer keyboard	type his/her personal information (name, address, phone number)	adaptive skills	typing personal information with (50%) accuracy	typing personal information with (90%) accuracy for (3) days	teacher-collected data by (m/d/year)	Technology B3			

Category Name	Title	Goal Description	When Given	Student Will	Improving	From Text	To Text	As Measured By	Styer-Fitzgerald Data Sheet	Email	District Code	Old District Code
Adaptive Skills	C3—Operating a Computer (Word Processing)	When given a computer and a word-processing program, the student will complete a (6)-step task (list steps) to use a word-processing program, improving adaptive skills from (1/6) steps with independence to (6/6) steps with independence for (3) days as measured by teacher-collected data by (m/d/year).	a computer and a word-processing program	complete a (6) step task (list steps) to use a word-processing program	adaptive skills	(1/6) steps with independence	(6/6) steps with independence for (3) days	teacher-collected data by (m/d/year)	Technology C3			
Adaptive Skills	D3—Emailing	When given a computer and access to email, the student will complete a (4)-step task (list steps) to check his/her email, improving adaptive skills from (1/4) steps with independence to (4/4) steps with independence for (3) days as measured by teacher-collected data by (m/d/year).	a computer and access to email	complete a (4)-step task (list steps) to check his/her email	adaptive skills	(1/4) steps with independence	(4/4) steps with independence for (3) days	teacher-collected data by (m/d/year)	Technology D3			
Adaptive Skills	D3—Emailing	When given a computer and access to email, the student will complete a (4)-step task, (list steps) to send an email, improving adaptive skills from (1/4) steps with independence to (4/4) steps with independence for (3) days as measured by teacher-collected data by (m/d/year).	a computer and access to email	complete a (4)-step task (list steps) to send an email	adaptive skills	(1/4) steps with independence	(4/4) steps with independence for (3) days	teacher-collected data by (m/d/year)	Technology D3			

Category Name	Title	Goal Description	When Given	Student Will	Improving	From Text	To Text	As Measured By	Styer-Fitzgerald Data Sheet	Email	District Code	Old District Code
Adaptive Skills	E3—Safe/Appropriate Online Practices	When given a computer and access to an online game site, the student will complete a (4)- step task (list steps) to download a game, improving adaptive skills from completing (1/4) steps independently to completing (4/4) steps independently for (3) days as measured by teacher-collected data by (m/d/year).	a computer and access to an online game site	complete a (4)-step (list steps) task to download a game	adaptive skills	(1/4) steps with independence	to (4/4) steps with independence for (3) days	teacher-collected data by (m/d/year)	Technology E3			
Adaptive Skills	Using the Internet	When given a computer, access to the Internet, and a given topic, the student will complete a (5)-step task (list steps) to access information on given topic, improving adaptive skills from (2/5) steps with independence to (5/5) steps with independence for (3) days as measured by teacher-collected data by (m/d/year).	a computer, access to the Internet, and a given topic	complete a (5)-step task (list steps) to access information on given topic	adaptive skills	(2/5) steps with independence	(5/5) steps with independence for (3) days	teacher-collected data by (m/d/year)	Technology F3			

Category Name	Title	Goal Description	When Given	Student Will	Improving	From Text	To Text	As Measured By	Styer-Fitzgerald Data Sheet	Email	District Code	Old District Code
Writing	A—Writing Name - First Name	When given a model, writing implement, and a surface, the student will write his/her first name, improving writing skills from writing first name with (0%) accuracy to writing first name with (100%) accuracy for (5) days, as measured by teacher-collected data by (m/d/year).	a model, writing implement, and a surface	will write his/her first name	writing skills	(0%) accuracy	(100%) accuracy for (5) days	teacher-collected data by (m/d/year)	Writing A			
Writing	A—Writing Name - Last Name	When given a model, writing implement, and a surface, the student will write his/her last name, improving writing skills from writing last name with (0%) accuracy to writing last name with (100%) accuracy for (5) days as measured by teacher-collected data by (m/d/year).	a model, writing implement, and a surface	write his/her last name	writing skills	(0%) accuracy	(100%) accuracy for (5) days	teacher-collected data by (m/d/year)	Writing A			
Writing	A—Writing Name - Full Name	When given a model, writing implement, and a surface, the student will write his/her full name, improving writing skills from writing full name with (50%) accuracy to writing full name with (100%) accuracy for (5) days as measured by teacher-collected data by (m/d/year).	a model, writing implement, and a surface	write his/her full name	writing skills	(50%) accuracy	(100%) accuracy for (5) days	teacher collected data by (m/d/year)	Writing A			
Writing	B—Alphabet (Phase 1) - Uppercase	When given a letter guide for uppercase letters (list the letters, e.g., A-J or A-Z), a writing surface, and a writing implement, the student will copy uppercase letters, improving writing skills from writing (5) uppercase letters with (100%) accuracy to writing (26) uppercase letters with (100%) accuracy for (3) days as measured by teacher-collected data by (m/d/year).	a letter guide for uppercase letters (list the letters, e.g., A-J or A-Z), a writing surface, and a writing implement	copy uppercase letters	writing skills	(5) uppercase letters with (100%) accuracy	(26) uppercase letters with (100%) accuracy for (3) days	teacher-collected data by (m/d/year)	Writing B			

Category Name	Title	Goal Description	When Given	Student Will	Improving	From Text	To Text	As Measured By	Styer-Fitzgerald Data Sheet	Email	District Code	Old District Code
Writing	Writing B—Alphabet (Phase 1) - Lowercase	When given a letter guide for lowercase letters (list the letters, e.g., a-j or a-z), a writing surface, and a writing implement, student will copy lowercase letters, improving writing skills from writing (5) lowercase letters with (100%) accuracy to writing (26) lowercase letters with (100%) accuracy for (3) days as measured by teacher-collected data by (m/d/year).	a letter guide for lowercase letters (list the letters, e.g., a-j or a-z), a writing surface, and a writing implement	copy lowercase letters	writing skills	(5) lowercase letters with (100%) accuracy	(26) lowercase letters with (100%) accuracy for (3) days	teacher-collected data by (m/d/year)	Writing B			
Writing	Writing C—Numbers (Phase 1)	When given a number guide (0-9), a writing surface, and a writing implement, the student will write numbers, improving writing skills from writing (1) number with (90%) accuracy to writing (10) numbers with (90%) accuracy for (3) days as measured by teacher-collected data by (m/d/year).	a number guide (0-9), a writing surface, and a writing implement	write numbers	writing skills	(1) number with (90%) accuracy	(10) numbers with (90%) accuracy for (3) days.	teacher-collected data by (m/d/year)	Writing C			
Writing	D—Writing Personal Information (Phase 1)	When given a personal information model (student's name, address, and phone number) and a writing implement, the student will trace his/her personal information, improving writing skills from (20%) accuracy to (90%) accuracy for (3) days as measured by teacher-collected data by (m/d/year).	a personal information model (student's name, address, and phone number) and a writing implement	write personal information	writing skills	(20%) accuracy	(90%) accuracy for (3) days	teacher-collected data by (m/d/year)	Writing D			
Writing	E—Alphabet (Phase II) - Uppercase	When given (13) uppercase letter writing sheets (list letters), a visual model, and a writing implement, the student will write uppercase letters, improving writing skills from (1/13) letters with (90%) accuracy to (13/13) letters with (90%) accuracy for (3) days as measured by teacher-collected data by (m/d/year).	(13) uppercase letter writing sheets (list letters), a visual model, and a writing implement	write uppercase letters	writing skills	(1/13) letters with (90%) accuracy	(13/13) letters with (90%) accuracy for (3) days	teacher-collected data by (m/d/year)	Writing E			

Category Name	Title	Goal Description	When Given	Student Will	Improving	From Text	To Text	As Measured By	Styer-Fitzgerald Data Sheet	Email	District Code	Old District Code
Writing	E—Alphabet (Phase II) - Lowercase	When given (13) lowercase letter writing sheets (list letters), a visual model, and a writing implement, the student will write lowercase letters, improving writing skills from (1/13) letters with (90%) accuracy to (13/13) letters with (90%) accuracy for (3) days as measured by teacher-collected data by (m/d/year).	(13) lowercase letter writing sheets (list letters), a visual model, and a writing implement	write lowercase letters	writing skills	(1/13) letters with (90%) accuracy	(13/13) letters with (90%) accuracy for (3) days	teacher-collected data by (m/d/year)	Writing E			
Writing	F—Numbers (Phase II)	When given (10) number writing sheets (list numbers), a visual model, and a writing implement, the student will write numbers, improving writing skills from (2/10) numbers with (90%) accuracy to 1(0/10) numbers with (90%) accuracy for (3) days as measured by teacher-collected data by (m/d/year).	(10) number writing sheets (list numbers), a visual model and a writing implement	write numbers	writing skills	(2/10) numbers with (90%) accuracy	(10/10) numbers with (90%) accuracy for (3) days	teacher-collected data by (m/d/year)	Writing F			
Writing	G—Personal Information (Phase II)	When given personal information forms (name, address, phone number) in (4) different formats and a writing implement, the student will write personal information on the form, improving writing skills from (4) forms with (25%) accuracy to (4) forms with (100%) accuracy for (5) days as measured by teacher-collected data by (m/d/year).	personal information forms (name, address, phone number) in (4) different formats and a writing implement	write personal information	writing skills	(4) forms with (25%) accuracy	(4) forms with (100%) accuracy for (5) days	teacher-collected data by (m/d/year)	Writing G			

Category Name	Title	Goal Description	When Given	Student Will	Improving	From Text	To Text	As Measured By	Styer-Fitzgerald Data Sheet	Email	District Code	Old District Code
Math	A—Using a Schedule	When given an analog clock and a schedule, the student will match analog time to his/her schedule, improving math skills from matching time with (20%) accuracy to matching time with (80%) accuracy for (3) days as measured by teacher-collected data by (m/d/year).	an analog clock and a schedule	match analog time to his/her schedule	math skills	(20%) accuracy	(80%) accuracy for (3) days	teacher-collected data by (m/d/year)	Time Telling A			
Math	A—Using a Schedule - Identify Activity	When given an analog clock and a schedule, the student will name the activity corresponding to the time on the clock, improving math skills from naming the activity with (20%) accuracy to naming the activity with (80%) accuracy for (3) days as measured by teacher-collected data by (m/d/year).	an analog clock with the time set and a schedule	name the activity corresponding to the time set on the clock	math skills	(20%) accuracy	(80%) accuracy for (3) days	teacher-collected data by (m/d/year)	Time Telling A			
Math	A—Using a Schedule - Identify Activity (Nonverbal)	When given an analog clock and a schedule, the student will point to the activity corresponding to the time on the clock, improving math skills from pointing to the activity with (20%) accuracy to pointing to the activity with (80%) accuracy for (3) days as measured by teacher-collected data by (m/d/year).	an analog clock with the time set and a schedule	point to the activity corresponding to the time set on the clock	math skills	(20%) accuracy	(80%) accuracy for (3) days	teacher-collected data by (m/d/year)	Time Telling A			
Math	B1—Matching Time (Analog)	When given an analog clock and (10) clock cards, the student will match pictures of the clock face to the real clock face, improving math skills from matching time with (20%) accuracy to matching time with (80%) accuracy for (3) days as measured by teacher-collected data by (m/d/year).	an analog clock and (10) clock cards	match pictures of the clock face to the real clock face	math skills	(20%) accuracy	(80%) accuracy for (3) days	teacher-collected data by (m/d/year)	Time Telling B1			

Category Name	Title	Goal Description	When Given	Student Will	Improving	From Text	To Text	As Measured By	Styer-Fitzgerald Data Sheet	Email	District Code	Old District Code
Math	B2—Digital Time	When given a representation of (10) digital times (list times), the student will be able to name the time, improving math skills from naming the time with (20%) accuracy to naming the time with (80%) accuracy for (3) days as measured by teacher-collected data by (m/d/year).	a representation of (10) digital times (list times)	name the time represented	math skills	(20%) accuracy	(80%) accuracy for (3) days	teacher-collected data by (m/d/year)	Time Telling B2			
Math	B2—Digital Time (Nonverbal)	When given a representation of (10) digital times (list times) in a field of (3), the student will point to the digital time named, improving math skills from pointing to the digital time named with (20%) accuracy to pointing to the digital time named with (80%) accuracy for (3) days as measured by teacher-collected data by (m/d/year).	a representation of (10) digital times (list times) in a field of (3)	point to the time named	math skills	(20%) accuracy	(80%) accuracy for (3) days	teacher-collected data by (m/d/year)	Time Telling B2			
Math	C—Hours (Analog)	When given an analog clock or clock cards representing (12) hours, the student will name the time represented, improving math skills from naming hours with (20%) accuracy to naming hours with (90%) accuracy for (3) days as measured by teacher-collected data by (m/d/year).	an analog clock or clock cards representing (12) hours	name the time represented	math skills	(20%) accuracy	(90%) accuracy for (3) days	teacher-collected data by (m/d/year)	Time Telling C			
Math	C—Hours (Analog) (Nonverbal)	When given analog clock cards representing (12) hours in a field of (3), the student will point to the hour named, improving math skills from pointing to the hour named with (20%) accuracy to pointing to the hour named with (90%) accuracy for (3) days as measured by teacher-collected data by (m/d/year).	an analog clock or clock cards representing (12) hours in a field of (3)	point to the time named	math skills	(20%) accuracy	(90%) accuracy for (3) days	teacher-collected data by (m/d/year)	Time Telling C			

Category Name	Title	Goal Description	When Given	Student Will	Improving	From Text	To Text	As Measured By	Styer-Fitzgerald Data Sheet	Email	District Code	Old District Code
Math	D—Half Hours (Analog)	When given an analog clock or clock cards representing (12) half hours, the student will name the half hour represented, improving math skills from naming half hours with (20%) accuracy to naming half hours with (90%) accuracy for(3) days as measured by teacher-collected data by (m/d/year).	an analog clock or clock cards representing (12) half hours	name the half hour represented	math skills	(20%) accuracy	(90%) accuracy for (3) days	teacher-collected data by (m/d/year)	Time Telling D			
Math	D—Half Hours (Analog) (Nonverbal)	When given (3) analog clock cards representing (12) half hours, the student will point to the half hour named, improving math skills from pointing to the half hour named with (20%) accuracy to pointing to the half hour named with (90%) accuracy for (3) days as measured by teacher-collected data by (m/d/year).	(3) clock cards representing (12) half hours,	point to the half hour named	math skills	(20%) accuracy	(90%) accuracy for (3) days	teacher-collected data by (m/d/year)	Time Telling D			
Math	E—Quarter Hours (Analog)	When given analog clock cards representing (12) quarter hours or an analog clock, the student will name the quarter hour represented, improving math skills from naming quarter hours with (20%) accuracy to naming quarter hours with (90%) accuracy for (3) days as measured by teacher-collected data by (m/d/year).	(12) clock cards representing quarter hours or an analog clock	name the quarter hour represented	math skills	(20%) accuracy	(90%) accuracy for (3) days	teacher-collected data by (m/d/year)	Time Telling E			

Category Name	Title	Goal Description	When Given	Student Will	Improving	From Text	To Text	As Measured By	Styer-Fitzgerald Data Sheet	Email	District Code	Old District Code
Math	E—Quarter Hours (Analog) (Nonverbal)	When given clock cards representing (12) quarter hours in a field of 3, the student will point to the quarter hour named, improving math skills from pointing to the quarter hour named with (20%) accuracy to pointing to the quarter hour named with (90%) accuracy for (3) days as measured by teacher-collected data by (m/d/year).	(12) clock cards representing quarter hours in a field of 3	point to the quarter hour named	math skills	(20%) accuracy	(90%) accuracy for (3) days	teacher-collected data by (m/d/year)	Time Telling E			
Math	F—Five Minute Increments (Analog)	When given an analog clock or clock card representing 5-minute increments from (05 through 35 minutes), the student will name the time represented, improving math skills from naming 5-minute times with (20%) accuracy to naming 5-minute times with (90%) accuracy for (3) days as measured by teacher-collected data by (m/d/year).	an analog clock or clock card representing 5 minute increments from (05 through 35 minutes)	name the time represented	math skills	(20%) accuracy	(90%) accuracy for (3) days	teacher-collected data by (m/d/year)	Time Telling F			
Math	F—Five-Minute Increments (Analog)	When given an analog clock or clock card representing 5-minute increments from (35 through 55 minutes), the student will name the time represented, improving math skills from naming 5-minute times with (20%) accuracy to naming 5-minute times with (90%) accuracy for (3) days as measured by teacher-collected data by (m/d/year).	an analog clock or clock card representing 5 minute increments from (35 through 55 minutes)	name the time represented	math skills	(20%) accuracy	(90%) accuracy for (3) days	teacher-collected data by (m/d/year)	Time Telling F			

Category Name	Title	Goal Description	When Given	Student Will	Improving	From Text	To Text	As Measured By	Styer-Fitzgerald Data Sheet	Email	District Code	Old District Code
Math	F—Five-Minute Increments (Analog) (Nonverbal)	When given analog clock cards representing 5-minute increments from (05 through 35 minutes) in a field of 3, the student will point to the time named, improving math skills from pointing to 5-minute times with (20%) accuracy to pointing to 5-minute times with (90%) accuracy for (3) days as measured by teacher-collected data by (m/d/year).	clock cards representing 5-minute increments from (05 through 35 minutes) in a field of 3	point to the time named	math skills	(20%) accuracy	(90%) accuracy for (3) days	teacher-collected data by (m/d/year)	Time Telling F			
Math	F—Five-Minute Increments (Analog) (Nonverbal)	When given analog clock cards representing 5-minute increments from (35 through 55 minutes) in a field of 3, the student will point to the time named, improving math skills from pointing to 5-minute times with (20%) accuracy to pointing to 5-minute times with (90%) accuracy for (3) days as measured by teacher-collected data by (m/d/year).	clock cards representing 5-minute increments from (35 through 55 minutes) in a field of 3	point to the time named	math skills	(20%) accuracy	(90%) accuracy for (3) days	teacher-collected data by (m/d/year)	Time Telling F			
Math	G—By the Minute (Analog)	When given an analog clock or clock cards representing (10) times to the minute, the student will name the time represented, improving math skills from naming times to the minute with (20%) accuracy to naming times to the minute with (90%) accuracy for (3) days as measured by teacher-collected data by (m/d/year).	an analog clock or clock cards representing (10) times to the minute	name the time represented	math skills	(20%) accuracy	(90%) accuracy for (3) days	teacher-collected data by (m/d/year)	Time Telling G			

Category Name	Title	Goal Description	When Given	Student Will	Improving	From Text	To Text	As Measured By	Styer-Fitzgerald Data Sheet	Email	District Code	Old District Code
Math	G—By the Minute (Analog) (Nonverbal)	When given analog clock cards representing (10) times to the minute in a field of (3), the student will point to the time named, improving math skills from pointing to the time named with (20%) accuracy to pointing to the time named with (90%) accuracy for (3) days as measured by teacher-collected data by (m/d/year).	clock cards representing (10) times to the minute in a field of (3)	point to the time named	math skills	(20%) accuracy	(90%) accuracy for (3) days	teacher-collected data by (m/d/year)	Time Telling G			

Category Name	Title	Goal Description	When Given	Student Will	Improving	From Text	To Text	As Measured By	Styer-Fitzgerald Data Sheet	Email	District Code	Old District Code
Adaptive Skills	A—Matching Days of the Week	When given a monthly calendar and words for the days of the week, the student will match the days of the week, improving adaptive skills from matching days of the week (20%) of opportunities to matching days of the week (90%) of opportunities for (3) days as measured by teacher-collected data by (m/d/year).	a monthly calendar and words for the days of the week	match the days of the week	adaptive skills	matching days of the week (20%) of opportunities	matching days of the week (90%) of opportunities for (3) days	teacher-collected data by (m/d/year).	Calendar A			
Adaptive Skills	B—Matching Months of the Year	When given a monthly calendar and words for the months, the student will match the months of the year, improving adaptive skills from matching months (20%) of opportunities to matching months (90%) of opportunities for (3) days as measured by teacher-collected data by (m/d/year).	a monthly calendar and words for months	match the months of the year	adaptive skills	matching months of the year (20%) of opportunities	matching months (90%) of opportunities for (3) days	teacher-collected data by (m/d/year)	Calendar B			
Adaptive Skills	C—Identifying Days of the Week	When given a monthly calendar, the student will name the days of the week pointed to, improving adaptive skills from naming days of the week pointed to (20%) of opportunities to naming days of the week pointed to (90%) of opportunities for (3) days as measured by teacher-collected data by (m/d/year).	a monthly calendar	name the days of the week pointed to,	adaptive skills	naming days of the week pointed to (20%) of opportunities	naming days of the week pointed to (90%) of opportunities for (3) days	teacher-collected data by (m/d/year)	Calendar C			

Category Name	Title	Goal Description	When Given	Student Will	Improving	From Text	To Text	As Measured By	Styer-Fitzgerald Data Sheet	Email	District Code	Old District Code
Adaptive Skills	C—Identifying Days of the Week (Nonverbal)	When given a monthly calendar, the student will point to the days of the week named, improving adaptive skills from pointing to days of the week named (20%) of opportunities to pointing to days of the week named (90%) of opportunities for (3) days as measured by teacher-collected data by (m/d/year).	a monthly calendar	point to the days of the week named,	adaptive skills	pointing to days of the week named (20%) of opportunities	pointing to days of the week named (90%) of opportunities for (3) days	teacher-collected data by (m/d/year)	Calendar C			
Adaptive Skills	D—Identifying Months of the Year	When given a monthly calendar, the student will name the month pointed to, improving adaptive skills from naming the month (20%) of opportunities to naming the month (90%) of opportunities for (3) days as measured by teacher-collected data by (m/d/year).	a monthly calendar	name the month pointed to	adaptive skills	naming the month (20%) of opportunities	naming the month (90%) of opportunities for (3) days	teacher-collected data by (m/d/year)	Calendar D			
Adaptive Skills	D—Identifying Months of the Year (Nonverbal)	When given a monthly calendar, the student will point to the month named, improving adaptive skills from pointing to the month named (20%) of opportunities to pointing to the month named (90%) of opportunities for (3) days as measured by teacher-collected data by (m/d/year).	a monthly calendar	point to the month named	adaptive skills	pointing to the month named (20%) of opportunities	pointing to the month named (90%) of opportunities for (3) days	teacher-collected data by (m/d/year)	Calendar D			
Adaptive Skills	E—Calendar Concepts - Today	When given a calendar, the student will be able to name the current day, improving adaptive skills from naming the current day with (20%) accuracy to naming the current day with (90%) accuracy for (5) days as measured by teacher-collected data by (m/d/year).	a calendar	name the current day	adaptive skills	naming the current day with (20%) accuracy	naming the current day with (90%) accuracy for (5) days	teacher-collected data by (m/d/year)	Calendar E			

Category Name	Title	Goal Description	When Given	Student Will	Improving	From Text	To Text	As Measured By	Styer-Fitzgerald Data Sheet	Email	District Code	Old District Code
Adaptive Skills	E—Calendar Concepts - Today (Nonverbal)	When given a calendar, the student will be able to point to the current day, improving adaptive skills from pointing to the current day with (20%) accuracy to pointing to the current day with (90%) accuracy for (5) days as measured by teacher-collected data by (m/d/year).	a calendar	point to the current day	adaptive skills	pointing to the current day with (20%) accuracy	pointing to the current day with (90%) accuracy for (5) days	teacher-collected data by (m/d/year)	Calendar E			
Adaptive Skills	E—Calendar Concepts - Week	When given a month calendar, the student will be able to identify by pointing to a full week, improving adaptive skills from pointing to a full week with (20%) accuracy to pointing to a full week with (90%) accuracy for (3) days as measured by teacher-collected data by (m/d/year).	a month calendar	identify by pointing to a full week	adaptive skills	pointing to a full week with (20%) accuracy	pointing to a full week with (90%) accuracy for (3) days	teacher-collected data by (m/d/year)	Calendar E			
Adaptive Skills	F—Identifying Dates	When given a monthly calendar, the student will name the dates indicated, improving adaptive skills from naming dates indicated (20%) of opportunities to naming dates indicated (90%) of opportunities for (3) days as measured by teacher-collected data by (m/d/year).	monthly calendar	name the dates indicated	adaptive skills	naming dates indicated (20%) of opportunities	naming dates indicated (90%) of opportunities for (3) days	teacher-collected data by (m/d/year)	Calendar F			
Adaptive Skills	F—Identifying Dates (Nonverbal)	When given a monthly calendar, the student will point to the dates named, improving adaptive skills from pointing to dates named (20%) of opportunities to pointing to dates named (90%) of opportunities for (3) days as measured by teacher-collected data by (m/d/year).	monthly calendar	point to the dates named	adaptive skills	pointing to dates named (20%) of opportunities	pointing to dates named (90%) of opportunities for (3) days	teacher-collected data by (m/d/year)	Calendar F			

Program	Title	IEP Goals	When Given	Student Will	Improving	From Text	To Text	As Measured By	Styer-Fitzgerald Data Sheet	Email	District Code	Old District Code
Calculator												
Math	A1— Entering Numbers	When given a calculator/app and single-digit number cards (0-9), the student will enter the number shown on the card into the calculator, improving math skills from (20%) accuracy per number to (90%) accuracy per number for (3) days as measured by teacher-collected data by (m/d/year).	a calculator/app and single-digit number cards (0-9)	enter the number shown on the card into the calculator	math skills	(20%) accuracy per number	(90%) accuracy per number for (3) days	teacher-collected data by (m/d/year)	Money Math A1			
Math	B1— Adding	When given a calculator/app and (5) cards with single-digit addition problems, the student will complete a 4-step task analysis (enter first number, enter symbol, enter second number, enter symbol), improving math skills from 4 steps for (30%) of opportunities to 4 steps for (80%) of opportunities for (3) days as measured by teacher-collected data by (m/d/year).	a calculator/app and (5) cards with single-digit addition problems	complete a 4-step task analysis (enter first number, enter symbol, enter second number, enter symbol)	math skills	4 steps for (30%) of opportunities	4 steps for (80%) of opportunities for (3) days	teacher-collected data by (m/d/year)	Money Math B1 Part 1 and Part 2			
Math	B1—Subtracting	When given a calculator/app and (5) cards with single-digit subtraction problems, the student will complete a 4-step task analysis (enter first number, enter symbol, enter second number, enter symbol), improving math skills from 4 steps for (30%) of opportunities to 4 steps for (90%) of opportunities for (3) days as measured by teacher-collected data by (m/d/year).	a calculator/app and (5) cards with single-digit subtraction problems	complete a 4-step task analysis (enter first number, enter symbol, enter second number, enter symbol)	math skills	4 steps for (30%) of opportunities	4 steps for (80%) of opportunities for (3) days	teacher-collected data by (m/d/year)	Money Math B1 Part 1 and Part 2			

Program	Title	IEP Goals	When Given	Student Will	Improving	From Text	To Text	As Measured By	Styer-Fitzgerald Data Sheet	Email	District Code	Old District Code
Math	C1—Entering Prices	When given a calculator/app and (5) price/shopping cards under \$1.00, the student will enter the prices on the calculator, improving math skills from (20%) of opportunities to (90%) of opportunities for (3) days as measured by teacher-collected data by (m/d/year).	a calculator and (5) price/shopping cards under \$1.00	enter the prices on the calculator	math skills	(20%) of opportunities	(90%) of opportunities for (3) days	teacher-collected data by (m/d/year)	Money Math C1			
Math	C1—Entering Prices	When given a calculator/app and (5) price/shopping cards under \$10.00, the student will enter the prices on the calculator, improving math skills from (20%) of opportunities to (90%) of opportunities for (3) days as measured by teacher-collected data by (m/d/year).	a calculator/app and (5) price/shopping cards under \$10.00	enter the prices on the calculator	math skills	(20%) of opportunities	(90%) of opportunities for (3) days	teacher-collected data by (m/d/year)	Money Math C1			
Math	C1—Entering Prices	When given a calculator/app and (5) price/shopping cards under \$100.00, the student will enter the prices on the calculator, improving math skills from (20%) of opportunities to (90%) of opportunities for (3) days as measured by teacher-collected data by (m/d/year).	a calculator/app and (5) price/shopping cards under \$100.00	enter the prices on the calculator	math skills	(20%) of opportunities	(90%) of opportunities for (3) days	teacher-collected data by (m/d/year)	Money Math C1			
Math	D1—Adding Prices	When given a calculator/app and (10) price/shopping cards, the student will complete a (4)-step addition task analysis (enter price, enter symbol, enter price, student pays), improving math skills from 4 steps for (30%) of opportunities to 4 steps for (80%) of opportunities for (3) days as measured by teacher-collected data by (m/d/year).	a calculator/app and (10) price/shopping cards	complete a 4-step addition task analysis (enter price, enter symbol, enter price, student pays)	math skills	4 steps for (30%) of opportunities	4 steps for (80%) of opportunities for (3) days	teacher-collected data by (m/d/year)	Money Math D1 Part 1 and Part 2			

Program	Title	IEP Goals	When Given	Student Will	Improving	From Text	To Text	As Measured By	Styer-Fitzgerald Data Sheet	Email	District Code	Old District Code
Math	E1—Subtracting Prices	When given a calculator/app and (10) price/shopping cards, the student will complete a 4-step subtraction task analysis (enter price, enter symbol, enter price, student pays), improving math skills from 4 steps for (30%) of opportunities to 4 steps for (80%) of opportunities for (3) days as measured by teacher-collected data by (m/d/year).	a calculator/app and (10) price/shopping cards	complete a 4-step subtraction task analysis (enter price, enter symbol, enter price, student pays)	math skills	4 steps for (30%) of opportunities	4 steps for (80%) of opportunities for (3) days	teacher-collected data by (m/d/year)	Money Math E1 Part 1 and Part 2			
Bills												
Math	A2—Number Identification	When given number cards (1-10), the student will name the number card displayed, improving math skills from (20%) accuracy in naming numbers displayed to (90%) accuracy in naming numbers displayed for (3) days as measured by teacher-collected data by (m/d/year).	number cards (1-10)	name the number card displayed	math skills	(20%) accuracy in naming numbers displayed	(90%) accuracy in naming numbers displayed for (3) days	teacher-collected data by (m/d/year)	Money Math A2			
Math	A2—Number Identification (Nonverbal)	When given number cards (1-10), the student will point to the number card named, improving math skills from (20%) accuracy in pointing to numbers named to (90%) accuracy in pointing to numbers named for (3) days as measured by teacher-collected data by (m/d/year).	number cards (1-10)	point to the number card named	math skills	(20%) accuracy in pointing to numbers named	(90%) accuracy in pointing to numbers named for (3) days	teacher-collected data by (m/d/year)	Money Math A2			

Program	Title	IEP Goals	When Given	Student Will	Improving	From Text	To Text	As Measured By	Styer-Fitzgerald Data Sheet	Email	District Code	Old District Code
Math	A2—Number Identification - Number of Objects	When given number of object cards to (10), the student will point to the number of objects card named, improving math skills from pointing to the number of objects card named with (20%) accuracy to pointing to the number of objects card named with (90%) accuracy for (3) days as measured by teacher-collected data by (m/d/year)	number of object cards to (10)	point to the number of objects card named	math skills	pointing to the number of objects card named with (20%) accuracy	pointing to the number of objects card named with (90%) accuracy for (3) days	teacher-collected data by (m/d/year)	Money Math A2			
Math	B2—One-To-One Correspondence - Word Cards to Number	When given number words cards and number cards, the student will match the word to the number, improving math skills from (20%) accuracy in matching word to number to (90%) accuracy in matching word to number for (3) days as measured by teacher-collected data by (m/d/year).	number words cards and number cards	match the word to the number	math skills	(20%) accuracy in matching word to number	(90%) accuracy in matching word to number for (3) days	teacher-collected data by (m/d/year)	Money Math B2			
Math	B2—One-To-One Correspondence - Objects to Number	When given number object cards and number cards, the student will match the objects to the number, improving math skills from (20%) accuracy in matching objects to number to (90%) accuracy in matching objects to number for (3) days as measured by teacher-collected data by (m/d/year).	number object cards and number cards	match the object card to the number card	math skills	(20%) accuracy in matching object to number	(90%) accuracy in matching object to number for (3) days	teacher-collected data by (m/d/year)	Money Math B2			
Math	B2—One-To-One Correspondence - Object Cards to Number Words	When given number words cards and number object cards, the student will match the word to the number object cards, improving math skills from (20%) accuracy in matching word to objects to (90%) accuracy in matching word to objects for (3) days as measured by teacher-collected data by (m/d/year).	number words cards and number object cards	match the word to the number object card	math skills	(20%) accuracy in matching word to number object cards	(90%) accuracy in matching word to number object cards for (3) days	teacher-collected data by (m/d/year)	Money Math B2			

Program	Title	IEP Goals	When Given	Student Will	Improving	From Text	To Text	As Measured By	Styer-Fitzgerald Data Sheet	Email	District Code	Old District Code
Math	C2—Rote Counting	When given rote counting cards (1-10), the student will name the number on the card pointed to, improving math skills from (20%) accuracy to (90%) accuracy for (3) days as measured by teacher-collected data by (m/d/year).	rote counting cards (1-10)	name the number on the card pointed to	math skills	(20%) accuracy	(90%) accuracy for (3) days	teacher-collected data by (m/d/year)	Money Math C2			
Math	C2—Rote Counting (Nonverbal)	When given rote counting cards (1-10), the student will point to the number named, improving math skills from (20%) accuracy to (90%) accuracy for (3) days as measured by teacher-collected data by (m/d/year).	rote counting cards (1-10)	point to the number named	math skills	(20%) accuracy	(90%) accuracy for (3) days	teacher-collected data by (m/d/year)	Money Math C2			
Math	C2—Rote Counting	When given (10) one-dollar bills, the student will count the number of bills requested, improving math skills from (20%) accuracy to (90%) accuracy for (3) days as measured by teacher-collected data by (m/d/year).	(10) one-dollar bills	count the number of bills requested	math skills	(20%) accuracy	(90%) accuracy for (3) days	teacher-collected data by (m/d/year)	Money Math C2			
Math	C2—Rote Counting - Modified	When given 10 one-dollar bills, number cards, and a verbal cue of count to (1-10), the student will count dollar bills, improving math skills from counting bills with (20%) accuracy to counting bills with (90%) accuracy for (3) days as measured by teacher-collected data by (m/d/year).	10 one-dollar bills, number cards, and a verbal cue of count to (1-10)	count dollar bills	math skills	counting bills with (20%) accuracy	counting bills with (90%) accuracy for (3) days	teacher-collected data by (m/d/year)	Money Math C2			
Math	EXTRA LESSON: Matching Bills	When given cards with items and prices under \$5.00, a visual model of price in dollar bills, and (5) one-dollar bills, the student will match bills to the model, improving math skills from matching bills to model (20%) of opportunities to matching bills to model (90%) of opportunities for (3) days as measured by teacher-collected data by (m/d/year).	cards with items and prices under \$5.00, a visual model of price in dollar bills, and (5) one-dollar bills	match bills to the model	math skills	matching bills to model (20%) of opportunities	matching bills to model (90%) of opportunities for (3) days	teacher-collected data by (m/d/year)	Money Math - Matching Bills			

Program	Title	IEP Goals	When Given	Student Will	Improving	From Text	To Text	As Measured By	Styer-Fitzgerald Data Sheet	Email	District Code	Old District Code
Math	D2—Comparing Numbers - Greater Than/Less Than	When given a number line or number board (1-10), the student will verbally state if a number is greater than or less than a number indicated, improving math skills from (20%) accuracy to (90%) accuracy for (3) days as measured by teacher-collected data by (m/d/year).	a number line or number board (1-10)	verbally state if a number is greater than or less than a number indicated I	math skills	(20%) accuracy	(90%) accuracy for (3) days	teacher-collected data by (m/d/year)	Money Math D2			
Math	D2—Comparing Numbers - Greater Than/Less Than (Nonverbal)	When given a number line or number board (1-10), the student will point to a number that is greater than or less than a number indicated, improving math skills from (20%) accuracy to (90%) accuracy for (3) days as measured by teacher collected data by (m/d/year).	a number line or number board (1-10),	point to a number that is greater than or less than a number indicated	math skills	(20%) accuracy	(90%) accuracy for (3) days	teacher-collected data by (m/d/year)	Money Math D2			
Math	D2—Comparing Numbers	When given (5) Comparing Numbers worksheets, the student will complete the worksheets, improving math skills from (5) worksheets with (20%) accuracy each to (5) worksheets with (90%) accuracy each for (5) days as measured by teacher-collected data by (m/d/year).	(5) Comparing Numbers worksheets	complete the worksheets	math skills	(5) worksheets with (20%) accuracy each	(5) worksheets with (90%) accuracy each for (5) days	teacher-collected data by (m/d/year)	Money Math D2			
Math	E2—Next Dollar Strategy (Phase I) - Under a Dollar	When given (10) prices under \$1.00 and dollar bills, the student will give \$1.00 improving math skills from (40%) accuracy for (10) prices under \$1.00 to (100%) accuracy for (10) prices under \$1.00 for (3) days as measured by teacher-collected data by (m/d/year).	(10) prices under \$1.00 and one-dollar bills	give \$1.00	math skills	(40%) accuracy for (10) prices under \$1.00	(100%) accuracy for (10) prices under \$1.00 for (3) days	teacher-collected data by (m/d/year)	Money Math E2			

Program	Title	IEP Goals	When Given	Student Will	Improving	From Text	To Text	As Measured By	Styer-Fitzgerald Data Sheet	Email	District Code	Old District Code
Math	E2—Next Dollar Strategy (Phase I) - Over a Dollar	When given (10) prices (\$1.00-\$5.00) and one-dollar bills, the student will give the next dollar up amount, improving math skills from (40%) accuracy for (10) prices (\$1.00-\$5.00) to (100%) accuracy for (10) prices (\$1.00-\$5.00) for (3) days as measured by teacher-collected data by (m/d/year).	(10) prices (\$1.00-\$5.00) and one-dollar bills	give the next dollar up amount	math skills	(40%) accuracy for (10) prices (\$1.00-\$5.00)	(100%) accuracy for (10) prices (\$1.00-\$5.00) for (3) days	teacher-collected data by (m/d/year)	Money Math E2			
Math	E2—Next Dollar Strategy (Phase I)	When given (10) prices (\$0.01-\$5.00) and dollar bills, the student will give the next dollar up amount improving math skills from (20%) accuracy for (10) prices (\$0.01-\$5.00) to (90%) accuracy for (10) prices (\$0.01-\$5.00) for (3) days as measured by teacher-collected data by (m/d/year).	(10) prices (\$0.01-\$5.00) and one-dollar bills	give the next dollar up amount	math skills	(20%) accuracy for (10) prices (\$0.01-\$5.00)	(90%) accuracy for (10) prices (\$0.01-\$5.00) for (3) days	teacher-collected data by (m/d/year)	Money Math E2			
Math	F2—Next Dollar Strategy (Phase II)	When given (10) prices (\$4.99-\$10.00) and bills (5 one-dollar bills and 1 five-dollar bill), the student will give the next dollar amount using the highest denomination, improving math skills from (20%) accuracy for (10) prices (\$4.99-\$10.00) to (90%) accuracy for (10) prices (4.99-\$10.00) for (3) days as measured by teacher-collected data by (m/d/year).	(10) prices (\$4.99-\$10.00) and bills (5 one-dollar bills and 1 five-dollar bill)	give the next dollar up amount using the highest denomination	math skills	(20%) accuracy for (10) prices (\$4.99-\$10.00)	(90%) accuracy for (10) prices (4.99-\$10.00) for (3) days	teacher-collected data by (m/d/year)	Money Math F2			

Program	Title	IEP Goals	When Given	Student Will	Improving	From Text	To Text	As Measured By	Styer-Fitzgerald Data Sheet	Email	District Code	Old District Code
Math	F2—Next Dollar Strategy (Phase II)	When given (10) prices (\$0.01-\$10.00) and bills (10 one-dollar bills and 5 five-dollar bills), the student will give the next dollar amount using the highest denomination, improving math skills from (20%) accuracy for (10) prices (\$0.01-\$10.00) to (90%) accuracy for (10) prices (0.01-\$10.00) for (3) days as measured by teacher-collected data by (m/d/year).	(10) prices (\$0.01-\$10.00) and bills (10 one-dollar bills and 5 five-dollar bills)	give the next dollar amount using the highest denomination	math skills	(20%) accuracy for (10) prices (\$0.01-\$10.00)	(90%) accuracy for (10) prices (0.01-\$10.00) for (3) days	teacher-collected data by (m/d/year)	Money Math F2			
Math	G2—Next Dollar Strategy (Phase III)	When given (10) prices (\$0.01-\$20.00) and bills (10 one-dollar bills, 5 five-dollar bills, and 3 ten-dollar bills), the student will give the next dollar amount using the highest denomination, improving math skills from (20%) accuracy for (10) prices (\$0.01-\$20.00) to (90%) accuracy for (10) prices (\$0.01-\$20.00) for (3) days as measured by teacher-collected data by (m/d/year).	(10) prices (\$0.01-\$20.00) and bills (10 one-dollar bills, 5 five-dollar bills, and 3 ten-dollar bills)	give the next dollar amount using the highest denomination	math skills	(20%) accuracy for (10) prices (\$0.01-\$20.00)	(90%) accuracy for (10) prices (\$0.01-\$20.00) for (3) days	teacher-collected data by (m/d/year)	Money Math G2			
Math	H2—Next Dollar Strategy (Phase IV)	When given (10) prices (\$0.01-\$40.00) and bills (10 one-dollar bills, 5 five-dollar bills, 3 ten-dollar bills, and 2 twenty-dollar bills), the student will give the next dollar amount using the highest denomination, improving math skills from (20%) accuracy for (10) prices (\$0.01-\$40.00) to (90%) accuracy for (10) prices (\$0.01-\$40.00) for (3) days as measured by teacher-collected data by (m/d/year).	(10) prices (\$0.01-\$40.00) and bills (10 one-dollar bills, 5 five-dollar bills, 3 ten-dollar bills, and 2 twenty-dollar bills)	give the next dollar amount using the highest denomination	math skills	(20%) accuracy for (10) prices (\$0.01-\$40.00)	(90%) accuracy for (10) prices (\$0.01-\$40.00) for (3) days	teacher-collected data by (m/d/year)	Money Math H2			

Program	Title	IEP Goals	When Given	Student Will	Improving	From Text	To Text	As Measured By	Styer-Fitzgerald Data Sheet	Email	District Code	Old District Code
Math	I2—Over the Amount	When given (10) prices and bills (15 one-dollar bills, 5 five-dollar bills, 3 ten-dollar bills, and 2 twenty-dollar bills), the student will give the amount over the price, improving math skills from (20%) accuracy for (10) prices to (90%) accuracy for (10) prices for (3) days as measured by teacher-collected data by (m/d/year).	(10) prices and bills (15 one-dollar bills, 5 five-dollar bills, 3 ten-dollar bills, and 2 twenty-dollar bills)	give the amount over the price	math skills	(20%) accuracy for (10) prices	(90%) accuracy for (10) prices for (3) days	teacher-collected data by (m/d/year)	Money Math I2			

Program	Title	IEP Goals	When Given	Student Will	Improving	From Text	To Text	As Measured By	Styer-Fitzgerald Data Sheet	Email	District Code	Old District Code
Coins												
Math	A3—Matching Coins (Phase 1)	When given cards with printed sets of pennies (1-6) and (6) pennies, the student will match pennies to the set of pennies on the card, improving math skills from (20%) accuracy matching coins to printed sets to (80%) accuracy matching coins to printed sets for (3) days as measured by teacher-collected data by (m/d/year).	cards with printed sets of pennies (1-6) and (6) pennies	match pennies to the set of pennies on the card	math skills	(20%) accuracy matching coins to printed sets	(80%) accuracy matching coins to printed sets for (3) days	teacher-collected data by (m/d/year)	Money Math A3			
Math	A3—Counting Coins (Phase I)	When given cards with printed sets of pennies (1-6) and (6) pennies matched to those cards, the student will count pennies (1-6), improving math skills from (20%) accuracy counting pennies (1-6) to (80%) accuracy counting pennies (1-6) for (3) days as measured by teacher-collected data by (m/d/year).	cards with printed sets of pennies (1-6) and (6) pennies matched to those cards,	count pennies (1-6)	math skills	(20%) accuracy counting pennies (1-6)	(80%) accuracy counting pennies (1-6) for (3) days	teacher-collected data by (m/d/year)	Money Math A3			
Math	B3—Matching Coins (Phase II)	When given coins (pennies, nickels, dimes, quarters) and a model, using like coins the student will match the coins to the model, improving math skills from (20%) accuracy matching coins to a model per denomination to (80%) accuracy matching coins to a model per denomination for (3) days as measured by teacher-collected data by (m/d/year).	coins (pennies, nickels, dimes, quarters) and a model (10) using like coins	match the coins to the model	math skills	(20%) accuracy matching coins to a model per denomination	(80%) accuracy matching coins to a model per denomination for (3) days	teacher-collected data by (m/d/year)	Money Math B3			

Program	Title	IEP Goals	When Given	Student Will	Improving	From Text	To Text	As Measured By	Styer-Fitzgerald Data Sheet	Email	District Code	Old District Code
Math	B3—Counting Coins (Phase II)	When given coins (pennies, nickels, dimes, quarters) and a model (10) using like coins matched to the model, the student will count the coins, improving math skills from (20%) accuracy counting coins on a model per denomination to (80%) accuracy counting coins on a model per denomination for (3) days as measured by teacher-collected data by (m/d/year).	coins (pennies, nickels, dimes, quarters) and a model (10) using like coins matched to the model	count the coins	math skills	(20%) accuracy counting coins on a model per denomination	(80%) accuracy counting coins on a model per denomination for (3) days	teacher-collected data by (m/d/year)	Money Math B3			
Math	C3—Counting Coins	When given coins (pennies, nickels, dimes, quarters) and (10) requests for a specific amount per denomination, the student will give the amount requested, improving math skills from giving the amount requested with (20%) accuracy to giving the amount requested with (90%) accuracy for (3) days as measured by teacher-collected data by (m/d/year).	coins (pennies, nickels, dimes, quarters) and (10) requests for a specific amount per denomination	give the amount requested	math skills	giving the amount requested with (20%) accuracy	giving the amount requested with (90%) accuracy for (3) days	teacher-collected data by (m/d/year)	Money Math C3			
Math	D3—Counting Coin Combinations	When given coins (4 nickels, 2 dimes, and 4 quarters) and (10) requests for amounts by 5 or 10 up to \$1.00, the student will give amount requested improving math skills from (20%) accuracy giving amount requested to (80%) accuracy giving amount requested for (3) days as measured by teacher-collected data by (m/d/year).	coins (4 nickels, 2 dimes, and 4 quarters) and (10) requests for amounts by 5 or 10 up to \$1.00	give amount requested	math skills	(20%) accuracy giving amount requested	(80%) accuracy giving amount requested for (3) days	teacher-collected data by (m/d/year)	Money Math D3			

Program	Title	IEP Goals	When Given	Student Will	Improving	From Text	To Text	As Measured By	Styer-Fitzgerald Data Sheet	Email	District Code	Old District Code
Math	E3—Counting Exact Change	When given coins (5 pennies, 5 nickels, 5 dimes, and 4 quarters) and (10) requests for exact amounts, the student will give the exact amount requested up to \$1.00, improving math skills from (20%) accuracy giving the exact amount requested to (90%) accuracy giving the exact amount requested for (3) days as measured by teacher-collected data by (m/d/year).	coins (5 pennies, 5 nickels, 5 dimes, and 4 quarters) and (10) requests for exact amounts	give the exact amount requested	math skills	(20%) accuracy giving the exact amount requested	(90%) accuracy giving the exact amount requested for (3) days	teacher-collected data by (m/d/year)	Money Math E3			
Math	F3—Counting Over-the-Amount	When given coins (4 nickels, 2 dimes, and 4 quarters) and (10) prices under \$1.00, the student will give the amount rounded up, improving math skills from (20%) accuracy rounding up to (80%) accuracy rounding up for (3) days as measured by teacher-collected data by (m/d/year).	coins (nickels, dimes, and quarters) up to \$1.00 and (10) prices under \$1.00	give the amount rounded up	math skills	(20%) accuracy rounding up	(80%) accuracy rounding up for (3) days	teacher-collected data by (m/d/year)	Money Math F3			

Program	Title	Goal Description	When Given	Student Will	Improving	From Text	To Text	As Measured By	Styer-Fitzgerald Data Sheet	Email	District Code	Old District Code
Adaptive Skills	Street Crossing - Uncontrolled Intersections	When given a (3)-step task (list steps) for an uncontrolled street crossing, the student will complete the (3) steps for an uncontrolled street crossing, improving adaptive skills from (1/3) steps with independence to (3/3) steps with independence for (3) days as measured by teacher-collected data by (m/d/year).	a (3)-step task (list steps) for an uncontrolled street crossing	complete (3) steps for an uncontrolled street crossing	adaptive skills	(1/3) steps with independence	(3/3) steps with independence for (3) days	teacher-collected data by (m/d/year)	Task Analysis: Street Crossing			
Adaptive Skills	Street Crossing - Controlled Intersections	When given a (4)-step task (list steps) for a controlled street crossing, the student will complete (4) steps for a controlled street crossing, improving adaptive skills from (1/4) steps with independence to (4/4) steps with independence for (3) days as measured by teacher collected data by (m/d/year).	a (4)-step task (list steps) for a controlled street crossing	complete (4) steps for a controlled street crossing	adaptive skills	(1/4) steps with independence	(4/4) steps with independence for (3) days	teacher-collected data by (m/d/year)	Task Analysis: Street Crossing			
Adaptive Skills	Transportation Prep	When given a route schedule, pass, and (7)-step task (list steps) for using transportation, the student will complete (4) steps for using transportation, improving adaptive skills from (2/7) steps with independence to (4/7) steps with independence for (5) days as measured by teacher-collected data by (m/d/year).	a route schedule, pass, and (7)-step task (list steps) for using transportation	complete (4) steps for using transportation	adaptive skills	(2/7) steps with independence	(4/7) steps with independence for (5) days	teacher-collected data by (m/d/year)	Task Analysis: Transportation Prep			
Adaptive Skills	Transportation Prep	When given a route schedule, pass, and (7)-step task (list steps) for using transportation, the student will complete (7) steps for using transportation, improving adaptive skills from (4/7) steps with independence to (7/7) steps with independence for (5) days as measured by teacher-collected data by (m/d/year).	a route schedule, pass, and (7)-step task (list steps) for using transportation	complete (7) steps for using transportation	adaptive skills	(4/7) steps with independence	(7/7) steps with independence for (5) days	teacher-collected data by (m/d/year)	Task Analysis: Transportation Prep			

Program	Title	Goal Description	When Given	Student Will	Improving	From Text	To Text	As Measured By	Styer-Fitzgerald Data Sheet	Email	District Code	Old District Code
Adaptive Skills	Transportation Prep	When given a route schedule, pass, and (7)-step task (list steps) for using transportation, the student will complete the (7) steps, improving adaptive skills from (2/7) steps with independence to (7/7) steps with independence for (5) days as measured by teacher-collected data by (m/d/year).	a route schedule, pass, and (7)-step task (list steps) for using transportation	complete (7) steps for using transportation	adaptive skills	(2/7) steps with independence	(7/7) steps with independence for (5) days	teacher-collected data by (m/d/year)	Task Analysis: Transportation Prep			
Adaptive Skills	Community Safety	When given a cell phone/tablet and a (4)-step task (list steps) to report location, the student will complete (4) steps to report location, improving adaptive skills from (1/4) steps with independence to (4/4) steps with independence for (5) days as measured by teacher-collected data by (m/d/year).	a cell phone/tablet and a (4)-step task (list steps) to report location	complete (4) steps to report location	adaptive skills	(1/4) steps with independence	(4/4) steps with independence for (5) days	teacher-collected data by (m/d/year)	Task Analysis: Community Safety			
Adaptive Skills	Using a Vending Machine	When given a vending machine, visual model of items/price, coins/bills, and a (5)-step task (list steps) for using a vending machine, the student will complete (5) steps for using a vending machine, improving adaptive skills from (2/5) steps with independence to (5/5) steps with independence for (3) days as measured by teacher-collected data by (m/d/year).	vending machine, model of items/price, coins/bills, and a (5)-step task (list steps) for using a vending machine	complete (5) steps for using a vending machine	adaptive skills	(2/5) steps with independence	(5/5) steps with independence for (3) days	teacher-collected data by (m/d/year)	Task Analysis: Using a Vending Machine			
Adaptive Skills	Shopping	When given a shopping list, item/price cards, money, and a (13)-step task (list steps) for shopping, the student will complete (13) steps for shopping, improving adaptive skills from (4/13) steps with independence to (13/13) steps with independence for (5) days as measured by teacher-collected data by (m/d/year).	a shopping list, item/price cards, money, and a (13)-step task (list steps)	complete (13) steps for shopping	adaptive skills	(4/13) steps with independence	(13/13) steps with independence for (5) days	teacher-collected data by (m/d/year)	Task Analysis: Shopping			

Program	Title	Goal Description	When Given	Student Will	Improving	From Text	To Text	As Measured By	Styer-Fitzgerald Data Sheet	Email	District Code	Old District Code
Adaptive Skills	Shopping With A Calculator	When given item/price cards, money, calculator, and a (15)-step task (list steps) for shopping with a calculator, the student will complete (10) steps for shopping with a calculator, improving adaptive skills from (4/15) steps with independence to (10/15) steps with independence for (5) days as measured by teacher-collected data by (m/d/year).	item/price cards, money, calculator, and a (15)-step task (list steps) for shopping with a calculator	complete (10) steps for shopping with a calculator	adaptive skills	(4/15) steps with independence	(10/15) steps with independence for (5) days	teacher-collected data by (m/d/year)	Task Analysis: Shopping with a Calculator			
Adaptive Skills	Community-Based Training - Eating Out - Restaurant	When given a pre-written order, money, and a (9)-step task (list steps), the student will complete the (9) steps, improving adaptive skills from (4/9) steps with independence to (9/9) steps with independence for (5) days as measured by teacher-collected data by (m/d/year).	a pre-written order, money, and a (9)-step task (list steps)	complete the (9) steps	adaptive skills	(4/9) steps with independence	(9/9) steps with independence for (5) days	teacher-collected data by (m/d/year).	Community-Based Training- Eating Out - Restaurant			
Adaptive Skills	Shopping With A Calculator	When given grocery list/ cards, money, debit/credit card, calculator, and a (15)-step task (list steps) for shopping with a calculator, the student will complete (15) steps for shopping with a calculator, improving adaptive skills from (10/15) steps with independence to (15/15) steps with independence for (5) days as measured by teacher-collected data by (m/d/year).	grocery list/ cards, money, debit/credit card, calculator, and a (15)-step task (list steps) for shopping with a calculator	complete (15) steps for shopping with a calculator	adaptive skills	(10/15) steps with independence	(15/15) steps with independence for (5) days	teacher-collected data by (m/d/year)	Task Analysis: Shopping with a Calculator			

Program	Title	Goal Description	When Given	Student Will	Improving	From Text	To Text	As Measured By	Styer-Fitzgerald Data Sheet	Email	District Code	Old District Code
Adaptive Skills	Shopping With A Calculator	When given grocery list/ cards, money, debit/credit card, calculator, and a (15)-step task (list steps) for shopping with a calculator, the student will complete (15) steps for shopping with a calculator, improving adaptive skills from (6/15) steps with independence to (15/15) steps with independence for (5) days as measured by teacher-collected data by (m/d/year).	grocery list/ cards, money, debit/credit card, calculator, and a (15)-step task (list steps) for shopping with a calculator	complete (15) steps for shopping with a calculator	adaptive skills	(6/15) steps with independence	(15/15) steps with independence for (5) days	teacher-collected data by (m/d/year)	Task Analysis: Shopping with a Calculator			
Adaptive Skills	Eating Out - Restaurant	When given a pre-written order, money, and a (9)-step task (list steps) for eating out, the student will complete (9) steps for eating out, improving adaptive skills from (4/9) steps with independence to (9/9) steps with independence for (5) days as measured by teacher-collected data by (m/d/year).	a pre-written order, money, and a (9)-step task (list steps) for eating out	complete (9) steps for eating out	adaptive skills	(4/9) steps with independence	(9/9) steps with independence for (5) days	teacher-collected data by (m/d/year)	Task Analysis: Eating Out - Restaurant			
Adaptive Skills	Eating Out - Restaurant (Nonverbal)	When given a pre-written/pre-programmed order, communication device, money, and a (9)-step task (list steps) for eating out, the student will complete (9) steps for eating out, improving adaptive skills from (4/9) steps with independence to (9/9) steps with independence for (5) days as measured by teacher-collected data by (m/d/year).	a pre-written/pre-programmed order, communication device, money, and a (9)-step task (list steps) for eating out	complete (9) steps for eating out	adaptive skills	(4/9) steps with independence	(9/9) steps with independence for (5) days	teacher-collected data by (m/d/year)	Task Analysis: Eating Out - Restaurant			

Program	Title	Goal Description	When Given	Student Will	Improving	From Text	To Text	As Measured By	Styer-Fitzgerald Data Sheet	Email	District Code	Old District Code
Adaptive Skills	Eating Out - Fast Food	When given a pre-written order, money, and a (12)-step task (list steps) for eating at a fast food restaurant, the student will complete (9) steps of the task for eating at a fast food restaurant, improving adaptive skills from (3/12) steps with independence to (9/12) steps with independence for (5) days as measured by teacher-collected data by (m/d/year).	a pre-written order, money, and a (12)-step task (list steps) for eating at a fast food restaurant	complete (9) steps for eating at a fast food restaurant	adaptive skills	(3/12) steps with independence	(9/12) steps with independence for (5) days	teacher-collected data by (m/d/year)	Task Analysis: Eating Out - Fast Food			
Adaptive Skills	Eating Out - Fast Food	When given a pre-written order, money, and a (12)-step task (list steps) for eating at a fast food restaurant, the student will complete (12) steps for eating at a fast food restaurant, improving adaptive skills from (9/12) steps with independence to (12/12) steps with independence for (5) days as measured by teacher-collected data by (m/d/year).	a pre-written order, money, and a (12)-step task (list steps) for eating at a fast food restaurant	complete (12) steps for eating at a fast food restaurant	adaptive skills	(9/12) steps with independence	(12/12) steps with independence for (5) days	teacher-collected data by (m/d/year)	Task Analysis: Eating Out - Fast Food			
Adaptive Skills	Eating Out - Fast Food	When given a pre-written order, money, and a (12)-step task (list steps) for eating at a fast food restaurant, the student will complete (12) steps for eating at a fast food restaurant, improving adaptive skills from (3/12) steps with independence to (12/12) steps with independence for (5) days as measured by teacher-collected data by (m/d/year).	a pre-written order, money, and a (12)-step task (list steps) for eating at a fast food restaurant	complete (12) steps for eating at a fast food restaurant	adaptive skills	(3/12) steps with independence	(12/12) steps with independence for (5) days	teacher-collected data by (m/d/year)	Task Analysis: Eating Out - Fast Food			

Program	Title	Goal Description	When Given	Student Will	Improving	From Text	To Text	As Measured By	Styer-Fitzgerald Data Sheet	Email	District Code	Old District Code
Adaptive Skills	Eating Out - Fast Food (Nonverbal)	When given a pre-written/pre-programmed order, communication device, money, and a (12)-step task (list steps) for eating at a fast food restaurant, the student will complete (9) steps for eating at a fast food restaurant, improving adaptive skills from (3/12) steps with independence to (9/12) steps with independence for (5) days as measured by teacher-collected data by (m/d/year).	a pre-written/pre-programmed order, communication device, money, and a (12)-step task (list steps) for eating at a fast food restaurant	complete (9) steps for eating at a fast food restaurant	adaptive skills	(3/12) steps with independence	(9/12) steps with independence for (5) days	teacher-collected data by (m/d/year)	Task Analysis: Eating Out - Fast Food			
Adaptive Skills	Eating Out - Fast Food (Nonverbal)	When given a pre-written/pre-programmed order, communication device, money, and a (12)-step task (list steps) for eating at a fast food restaurant, the student will complete (12) steps for eating at a fast food restaurant, improving adaptive skills from (9/12) steps with independence to (12/12) steps with independence for (5) days as measured by teacher-collected data by (m/d/year).	a pre-written/pre-programmed order, communication device, money, and a (12)-step task (list steps) for eating at a fast food restaurant	complete (12) steps for eating at a fast food restaurant	adaptive skills	(9/12) steps with independence	(12/12) steps with independence for (5) days	teacher-collected data by (m/d/year)	Task Analysis: Eating Out - Fast Food			

Program	Title	Goal Description	When Given	Student Will	Improving	From Text	To Text	As Measured By	Styer-Fitzgerald Data Sheet	Email	District Code	Old District Code
Adaptive Skills	Eating Out - Fast Food (Nonverbal)	When given a pre-written/pre-programmed order, communication device, money, and a (12)-step task (list steps) for eating at a fast food restaurant, the student will complete (12) steps for eating at a fast food restaurant, improving adaptive skills from (3/12) steps with independence to (12/12) steps with independence for (5) days as measured by teacher-collected data by (m/d/year).	a pre-written/pre-programmed order, communication device, money, and a (12)-step task (list steps) for eating at a fast food restaurant	complete (12) steps for eating at a fast food restaurant	adaptive skills	(3/12) steps with independence	(12/12) steps with independence for (5) days	teacher-collected data by (m/d/year)	Task Analysis: Eating Out - Fast Food			

Independent Skills

IEP Goal Bank - **ELEMENTARY LEVEL**

Program	Title	IEP Goals	When Given	Student Will	Improving	From Text	To Text	As Measured By	Styer-Fitzgerald Data Sheet	Email	District Code	Old District Code
Adaptive Skills	Picture Identification	When given a picture schedule, pictures of (5) known staff, and a (5)-step task (list steps) for identifying staff, the student will complete (5) steps for identifying staff, improving adaptive skills from (2/5) steps independently to (5/5) steps independently for (3) days as measured by teacher-collected data by (m/d/year).	picture schedule, pictures of (5) known staff, and a (5)-step task (list steps) for identifying staff	complete (5) steps for identifying staff	adaptive skills	(2/5) steps with independence	(5/5) steps with independence for (3) days	teacher-collected data by (m/d/year)	Task Analysis: Picture Identification			
Adaptive Skills	Greeting	When given a greeting and (3)-step task (list steps) for greeting, the student will complete (3) steps for greeting, improving adaptive skills from (1/3) steps with independence to (3/3) steps with independence for (5) days as measured by teacher-collected data by (m/d/year).	a greeting and (3)-step task (list steps) for greeting	complete (3) steps for greeting	adaptive skills	(1/3) steps with independence	(3/3) steps with independence for (5) days	teacher-collected data by (m/d/year)	Task Analysis: Greeting			
Adaptive Skills	Break Choices	When given a timer, schedule, (5) break choices, and a (3)-step task (list steps) for choosing a break, the student will complete the (3) steps for choosing a break, improving adaptive skills from (1/3) steps with independence to (3/3) steps with independence for (5) days as measured by teacher-collected data by (m/d/year).	a timer, schedule, (5) break choices, and a (3)-step task (list steps) for choosing a break	complete (3) steps for choosing a break	adaptive skills	(1/3) steps with independence	(3/3) steps with independence for (5) days	teacher-collected data by (m/d/year)	Task Analysis: Break Choices			
Adaptive Skills	Checking a Schedule	When given a picture schedule and a (5)-step task (list steps) for checking a schedule, the student will complete the (5) steps for checking a schedule, improving adaptive skills from (1/5) steps with independence to (5/5) steps with independence for (5) days as measured by teacher-collected data by (m/d/year).	a picture schedule and a (5)-step task (list steps) for checking a schedule	complete the (5) steps for checking a schedule	adaptive skills	(1/5) steps with independence	(5/5) steps with independence for (5) days	teacher-collected data by (m/d/year)	Task Analysis: Checking a Schedule			

Independent Skills

IEP Goal Bank - ELEMENTARY LEVEL

Program	Title	IEP Goals	When Given	Student Will	Improving	From Text	To Text	As Measured By	Styer-Fitzgerald Data Sheet	Email	District Code	Old District Code
Adaptive Skills	Initiating Need to Use the Bathroom	When given a school setting and access to a bathroom, the student will initiate the need to use the bathroom, improving adaptive skills from initiating (0/3) times per day to initiating (3/3) times per day for (3) days as measured by teacher-collected data by (m/d/year).	a school setting and access to a bathroom	initiate the need to use the bathroom	adaptive skills	initiating (0/3) times per day	initiating (3/3) times per day for (3) days	teacher-collected data by (m/d/year)	Supplementary Data Sheet: Using the Bathroom			
Adaptive Skills	Using the Bathroom	When given access to a bathroom and an (11)-step task (list steps) for bathroom use, the student will complete (7) steps for bathroom use, improving adaptive skills from (4/11) steps with independence to (7/11) steps with independence for (5) days as measured by teacher-collected data by (m/d/year).	access to a bathroom and an (11)-step task (list steps) for bathroom use	complete (7) steps for bathroom use	adaptive skills	(4/11) steps with independence	(7/11) steps with independence for (5) days	teacher-collected data by (m/d/year)	Task Analysis: Using the Bathroom			
Adaptive Skills	Using the Bathroom	When given access to a bathroom and an (11)-step task (list steps) for bathroom use, the student will complete (11) steps for bathroom use, improving adaptive skills from (7/11) steps with independence to (11/11) steps with independence for (5) days as measured by teacher-collected data by (m/d/year).	access to a bathroom and an (11)-step task (list steps) for bathroom use	complete the (11) steps for bathroom use	adaptive skills	(7/11) steps with independence	(11/11) steps with independence for (5) days	teacher-collected data by (m/d/year)	Task Analysis: Using the Bathroom			
Adaptive Skills	Using the Bathroom	When given access to a bathroom and an (11)-step task (list steps) for bathroom use, the student will complete the (11) steps for bathroom use, improving adaptive skills from (4/11) steps with independence to (11/11) steps with independence for (5) days as measured by teacher-collected data by (m/d/year).	access to a bathroom and an (11)-step task (list steps) for bathroom use	complete the (11) steps for bathroom use	adaptive skills	(4/11) steps with independence	(11/11) steps with independence for (5) days	teacher-collected data by (m/d/year)	Alternate Data Sheet: Using the Bathroom			

Program	Title	IEP Goals	When Given	Student Will	Improving	From Text	To Text	As Measured By	Styer-Fitzgerald Data Sheet	Email	District Code	Old District Code
Adaptive Skills	Teeth Brushing	When given a toothbrush, toothpaste, a sink, and a (14)-step task (list steps) for teeth brushing, the student will complete (14) steps for teeth brushing, improving adaptive skills from (2/14) steps with independence to (14/14) steps with independence for (5) days as measured by teacher-collected data by (m/d/year).	a toothbrush, toothpaste, a sink, and a (14)-step task (list steps) for teeth brushing	complete (14) steps for teeth brushing	adaptive skills	(2/14) steps with independence	(14/14) steps with independence for (5) days	teacher-collected data by (m/d/year)	Task Analysis: Teeth Brushing			
Adaptive Skills	Dressing: Pants	When given pants/shorts and a (9)-step task (list steps) for putting on pants, the student will complete (9) steps for putting on pants, improving adaptive skills from (3/9) steps with independence to (9/9) steps with independence for (5) days as measured by teacher-collected data by (m/d/year).	pants/shorts and a (9)-step task (list steps) for putting on pants	complete (9) steps for putting on pants	adaptive skills	(3/9) steps with independence	(9/9) steps with independence for (5) days	teacher-collected data by (m/d/year)	Task Analysis: Dressing: Pants			
Adaptive Skills	Dressing: Shirt	When given a t-shirt and a (14)-step task (list steps) for putting on a t-shirt, the student will complete (14) steps for putting on a t-shirt, improving adaptive skills from (3/14) steps with independence to (14/14) steps with independence for (5) days as measured by teacher-collected data by (m/d/year).	a t-shirt and a (14)-step task (list steps) for putting on a t-shirt	complete the (14) steps for putting on a t-shirt	adaptive skills	(3/14) steps with independence	(14/14) steps with independence for (5) days	teacher-collected data by (m/d/year)	Task Analysis: Dressing: Shirt			
Adaptive Skills	Dressing: Socks	When given socks and a (10)-step task (list steps) for putting on socks, the student will complete (10) steps for putting on socks, improving adaptive skills from (2/10) steps with independence to (10/10) steps with independence for (5) days as measured by teacher-collected data by (m/d/year).	socks and a (10)-step task (list steps) for putting on socks	complete the (10) steps for putting on socks	adaptive skills	(2/10) steps with independence	(10/10) steps with independence for (5) days	teacher-collected data by (m/d/year)	Task Analysis: Dressing: Socks			

Independent Skills

IEP Goal Bank - **ELEMENTARY LEVEL**

Program	Title	IEP Goals	When Given	Student Will	Improving	From Text	To Text	As Measured By	Styer-Fitzgerald Data Sheet	Email	District Code	Old District Code
Adaptive Skills	Dressing: Shoes	When given shoes and an (8)-step task (list steps) for putting on shoes, the student will complete (8) steps for putting on shoes, improving adaptive skills from (3/8) steps with independence to (8/8) steps with independence for (5) days as measured by teacher-collected data by (m/d/year).	shoes and an (8)-step task (list steps) for putting on shoes	complete (8) steps for putting on shoes	adaptive skills	(3/8) steps with independence	(8/8) steps with independence for (5) days	teacher-collected data by (m/d/year)	Task Analysis: Dressing: Shoes			
Adaptive Skills	Dressing: Tying Shoelaces	When given shoes with laces and a (10)-step task (list steps) for tying shoelaces, the student will complete the (10) steps for tying shoelaces, improving adaptive skills from (2/10) steps with independence to (10/10) steps with independence for (5) days as measured by teacher-collected data by (m/d/year).	shoes with laces and a (10)-step task (list steps) for tying shoelaces	complete the (10) steps for tying shoelaces	adaptive skills	(2/10) steps with independence	(10/10) steps with independence for (5) days	teacher-collected data by (m/d/year)	Task Analysis: Dressing: Tying Shoelaces			
Adaptive Skills	Hand Washing	When given a sink, soap, and a (6)-step task (list steps) for handwashing, the student will complete (6) steps for handwashing, improving adaptive skills from (2/6) steps with independence to (6/6) steps with independence for (5) days as measured by teacher-collected data by (m/d/year).	a sink, soap, and a (6)-step task (list steps) for handwashing	complete (6) steps for handwashing	adaptive skills	(2/6) steps with independence	(6/6) steps with independence for (5) days	teacher-collected data by (m/d/year)	Task Analysis: Hand Washing			