

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
Reading	A—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 A			
Reading	A—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 A			
Reading	B—Sight Words (Phase I)	When given (10) new sight words (list words from Sets 1-3, Current, Mastered, Family Input, Student Portfolio), 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, Current, Mastered, Family Input, Student Portfolio)	read sight words	reading skills	(50%) accuracy	(80%) accuracy for (3) days	teacher-collected data by (m/d/year)	Functional Reading B			
Reading	B—Sight Words (Phase I) (Nonverbal)	When given (10) new sight words (list words from Sets 1-3, Current, Mastered, Family Input, Student Portfolio), 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 Sets 1-6, Current, Mastered, Family Input, Student Portfolio)	point to sight words named	reading skills	(50%) accuracy	(80%) accuracy for (3) days	teacher-collected data by (m/d/year)	Functional Reading B			

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Reading	C—Sight Words (Phase II)	When given (10) new sight words (list words from Sets 4-6, Current, Mastered, Family Input, Student Portfolio), 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 4-6, Current, Mastered, Family Input, Student Portfolio)	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 II) (Nonverbal)	When given (10) new sight words (list words from Sets 4-6, Current, Mastered, Family Input, Student Portfolio), 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 4-6, Current, Mastered, Family Input, Student Portfolio)	point to sight words 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 II) - Variety of Settings	When given (10) acquired sight words (list words from Sets 4-6, Family Input, Student Portfolio), 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 4-6, Family Input, Student Portfolio)	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 C			
Reading	C—Sight Words (Phase II) - Variety of Settings (Nonverbal)	When given (10) acquired sight words (list words from Sets 4-6, Family Input, Student Portfolio), 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 4-6, Family Input, Student Portfolio)	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 C			

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Reading	D- Sight Word Comprehension	When given (shopping ad, banking form, job application, menu or webpage) with (5) comprehension questions, the student will answer (5) questions improving reading skills from (20%) accuracy to (80%) accuracy for (3) days as measured by teacher-collected data by (m/d/year).	a (shopping ad, banking form, job application, menu or webpage) with (5) comprehension questions	answer (5) questions	reading skills	(20%) accuracy	(80%) accuracy for (3) days	teacher-collected data by (m/d/year)	Functional Reading D Part 1 and Part 2			
Reading	E-Finding Information	When given a (newspaper, printed material, or a website) and a worksheet, the student will answer (5) questions, improving reading skills from (20%) accuracy to (100%) accuracy for (3) days as measured by teacher-collected data by (m/d/year).	a (newspaper, printed material, or a website) and a worksheet,	answer (5) questions	reading skills	(20%) accuracy	(100%) accuracy for (3) days	teacher-collected data by (m/d/year)	Functional Reading E Part 1 and Part 2			
Reading	F- Applying Information	When given a (phone, newspaper) and worksheets to schedule an activity, the student will answer (10) questions, improving reading skills from (40%) accuracy to (100%) across (5) activities for (3) days as measured by teacher-collected data by (m/d/year).	a (phone, newspaper) and worksheets	answer (10) questions	reading skills	(40%) accuracy	(100%) accuracy across (5) activities for (3) days	teacher-collected data by (m/d/year)	Functional Reading F Part 1 and Part 2			
Reading	G- Current Events (Phase I)	When given a (story/article) and (12) <i>who</i> , <i>where</i> , <i>when</i> questions, the student will answer (12) questions improving reading skills from (25%) accuracy to (100%) accuracy for (5) stories/articles for (3) days as measured by teacher-collected data by (m/d/year).	a (story/article) and (12) <i>who</i> , <i>where</i> , <i>when</i> questions	will answer (12) questions	reading skills	(25%) accuracy	(100%) accuracy across (5) stories/articles for (3) days	teacher-collected data by (m/d/year)	Functional Reading G Part 1 and Part 2			

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Reading	H- Current Events (Phase II)	When given a (story/article) and (20) <i>who</i> , <i>where</i> , <i>when</i> , <i>what</i> , <i>why</i> questions, the student will answer (20) questions improving reading skills from (25%) accuracy to (100%) accuracy across (5 stories/articles) for (3) days as measured by teacher-collected data by (m/d/year).	a (story/article), and (20) <i>who</i> , <i>where</i> , <i>when</i> , <i>what</i> , <i>why</i> questions	student will answer (20) questions	reading skills	(25%) accuracy	(100%) accuracy across (5 stories/articles) for (3) days	teacher-collected data by (m/d/year)	Functional Reading H Part 1 and Part 2			

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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, access to leisure apps, and a (5)-step task analysis (list steps) for using a tablet for leisure, the student will complete a (5)-step task for using a tablet for leisure, improving adaptive skills from (2/5) steps with independence to (5/5) steps with independence for (5) days as measured by teacher-collected data by (m/d/year).	a tablet, access to leisure apps, and a (5)-step task (list steps) for using a tablet for leisure	complete a (5)-step task for using a tablet for leisure	adaptive skills	(2/5) 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 access to multiple daily tasks (list apps) and a (3)-step task (list steps) for using a tablet for daily tasks, the student will complete a (3)-step task for using a tablet for daily tasks, improving adaptive skills from (0/3) steps with independence to (3/3) steps with independence for (5) days as measured by teacher collected data by (m/d/year).	a tablet with access to multiple daily tasks (list apps) and a (3)-step task (list steps) for using a tablet for daily tasks	complete a (3)-step task for using a tablet for daily tasks	adaptive skills	(0/3) steps with independence	(3/3) steps with independence for (5) 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 access to a single daily task (app) on it (list app: timer, calculator, etc.) and a (4)-step task (list steps) for using a tablet for daily tasks, the student will complete a (4)-step task for using a tablet for daily tasks, improving adaptive skills from (0/4) steps with independence to (4/4) steps with independence for (5) days as measured by teacher-collected data by (m/d/year).	a tablet with access to a single daily task (list app: timer, calculator, etc.) and a (4)-step task (list steps) for using a tablet for daily tasks	complete a (4)- step task for using a tablet for daily tasks	adaptive skills	(0/4) steps with independence	(4/4) steps with independence for (5) days	teacher-collected data by (m/d/year)	Task Analysis: Technology B1			

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Phone												
Adaptive Skills	A2—Answering Calls	When given a (cell phone) and a (6)-step task (list steps) for answering phone calls, the student will complete the (6)-step task for answering calls, 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 (cell phone) and a (6)-step task (list steps) for answering phone calls	complete a (6)-step task for answering calls	adaptive skills	(2/6) steps with independence	(6/6) steps with independence for (5) days	teacher-collected data by (m/d/year)	Task Analysis: Technology A2			
Adaptive Skills	B2—Making Calls (Business)	When given access to a phone and a (6)-step task (list steps) for making a business call, the student will complete the (6)-step task for making a business call, 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).	access to a phone and a (6)-step task (list steps) for making a business call	complete the (6)-step task for making a business call	adaptive skills	(2/6 steps) with independence	(6/6 steps) with independence for (5) days	teacher-collected data by (m/d/year)	Task Analysis: Technology B2			
Adaptive Skills	B2—Making Calls (Personal)	When given access to a phone and a (5)-step task (list steps) for making a personal call, the student will complete the (5)-step task for making a personal call, improving adaptive skills from (2/5 steps) with independence to (5/5 steps) with independence for (5) days as measured by teacher-collected data by (m/d/year).	access to a phone and a (5)-step task (list steps) for making a personal call	complete the (5)-step task for making a personal call	adaptive skills	(2/5 steps) with independence	(5/5 steps) with independence for (5) days	teacher-collected data by (m/d/year)	Task Analysis: Technology B2			

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Adaptive Skills	C2—Making Emergency Calls	When given a mock phone, a presented emergency situation, and a (6)-step task (list steps) for making an emergency call, the student will complete the (6)-step task to make an emergency call, 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, a presented emergency situation, and a (6)-step task (list steps)	complete the (6)-step task to make an emergency call	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 C2			
Adaptive Skills	D2—Texting (Sending)	When given a cell phone, a scripted message, and a (4)-step task (list steps) for sending texts, the student will complete a (4)-step task for sending texts, 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, a scripted message, and a (4)-step task (list steps) for sending texts	complete a (4)-step task for sending texts	adaptive skills	(1/4) steps with independence	(4/4) steps with independence for (5) days	teacher-collected data by (m/d/year)	Task Analysis: Technology D2			
Adaptive Skills	D2—Texting (Receiving)	When given a (story/article) and (12) <i>who</i> , <i>where</i> , <i>when</i> questions, the student will answer (12) questions improving reading skills from (25%) accuracy to (100%) accuracy for (5 stories/articles) for (3) days as measured by teacher-collected data by (m/d/year).	a cell phone, a scripted message, and a (5)-step task (list steps) for receiving texts	complete a (5)-step task for receiving texts	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 D2			

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Computer												
Adaptive Skills	A3—Matching Letters	When given a computer/tablet and (uppercase, lowercase, or combination) letter cards (list letters, e.g., A-J, a-z, etc.), the student will match the letter card to the corresponding letter on the keyboard, improving adaptive skills from matching with (10%) accuracy to matching with (90%) accuracy for (3) days as measured by teacher-collected data by (m/d/year).	a computer/tablet and (uppercase, lowercase, or combination) letter cards (list letters)	match the letter card to the corresponding letter on the keyboard	adaptive skills	matching with (10%) accuracy	matching with (90%) accuracy for (3) days	teacher-collected data by (m/d/year)	Technology A3			
Adaptive Skills	B3—Typing (Accuracy)	When given a (computer or laptop) and a model email, the student will type the email, improving adaptive skills from typing words correct with (25%) accuracy to typing words correct with (80%) accuracy for (3) days as measured by teacher-collected data by (m/d/year).	a (computer or laptop) and a model email	type the email	adaptive skills	typing words correct with (25%) accuracy	typing words correct with (80%) accuracy for (3) days	teacher-collected data by (m/d/year)	Technology B3			
Adaptive Skills	B3—Typing (Words per Minute)	When given a (computer or laptop) and a model email, the student will type the email, improving adaptive skills from typing (1) WPM (words per minute) to typing (10) WPM for (3) days as measured by teacher-collected data by (m/d/year).	a (computer or laptop) and a model email	type the email	adaptive skills	typing (1) WPM (words per minute)	typing (10) WPM for (3) days	teacher-collected data by (m/d/year)	Technology B3			

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Adaptive Skills	C3—Operating a Computer	When given a computer, a word-processing program, and a (6)-step task (list steps) for operating a computer, the student will complete the (6)-step task for operating a computer, 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, a word-processing program, and a (6)-step task (list steps) for operating a computer	complete a (6)-step task for operating a computer	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 (Checking)	When given access to a computer, email, and a (4)-step task (list steps) for checking email, the student will complete the (4)-step task for checking 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).	access to a computer, email, and a (4)-step task (list steps) for checking email	complete a (4)-step task for checking 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 (Sending)	When given access to a computer, email, and a (4)-step task (list steps) for sending email, the student will complete the (4)-step task for sending 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).	access to a computer, email, and a (4)-step task (list steps) for sending email	complete a (4)-step task for sending 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			

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Adaptive Skills	E3—Safe and Appropriate Online Practices	When given access to a computer, internet, social media, and friendship requests, and a (4)-step task (list steps) to identify if the request is a known person, the student will complete the (4)-step task to identify if the request is a known person, improving adaptive skills from (2/10) requests to (10/10) requests for (5) days as measured by teacher-collected data by (m/d/year).	access to a computer, internet, social media, and friendship requests, and a (4)-step task (list steps) to identify if the request is a known person	complete a (4)-step task to identify if the request is a known person	adaptive skills	(2/10) requests	(10/10) requests for (5) days	teacher-collected data by (m/d/year).	Technology E3			
Adaptive Skills	F3—Using the Internet	When given a computer, access to the Internet, a topic, and a (5)-step task (list steps) for accessing information on the topic, the student will complete the (5)-step task 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, a topic, and a (5)-step task (list steps) for accessing information on the topic	complete the (5)-step task 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			
Adaptive Skills	G3—Using Social Media	When given a computer, access to (LinkedIn) and a (7)-step task (list steps) for a job search, the student will complete the (7)-step task for a job search, improving adaptive skills from (2/7) steps with independence to (7/7) steps with independence across (5) opportunities as measured by teacher-collected data by (m/d/year).	a computer, access to (LinkedIn), and a (7)-step task (list steps) for a job search	complete a (7)-step task for a job search	adaptive skills	(2/7) steps with independence	(7/7) steps with independence across (5) opportunities	teacher-collected data by (m/d/year)	Technology G3			

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Writing	A- Personal Information (Phase I)	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 A			
Writing	B-Personal Information (Phase II)	When given a form and model of personal information (name, address, phone number), the student will fill in personal information, improving writing skills from (40%) accuracy to (100%) accuracy for (3) days as measured by teacher-collected data by (m/d/year).	a form and model of personal information (name, address, phone number)	fill in personal information	writing skills	(40%) accuracy	(100%) accuracy for (3) days	teacher-collected data by (m/d/year)	Writing B			
Writing	C- Check Writing	When given (10) numerical amounts (list amounts), the student will write words/symbols to correspond to the amounts, improving writing skills from (30%) accuracy to (90%) accuracy for (5) days as measured by teacher-collected data by (m/d/year).	(10) numerical amounts (list amounts)	write words/symbols to correspond to the amounts	writing skills	(30%) accuracy	(90%) accuracy for (5) days	teacher-collected data by (m/d/year)	Writing C			
Writing	D- Filling Out Forms	When given a job application (requesting personal information, references, and work experience), the student will fill out the form improving writing skills from (50%) accuracy to (100%) accuracy across (5) forms as measured by teacher-collected data by (m/d/year).	a job application (requesting personal information, references, and work experience)	fill out the form	writing skills	(50%) accuracy	(100%) accuracy across (5) forms	teacher-collected data by (m/d/year)	Writing D			

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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 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 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	B—Matching Time (Analog)	When given analog clock cards and an analog clock, student will match analog clock cards to the time set on the analog clock (10 different times), improving math skills from (20%) accuracy to (100%) accuracy for (3) days as measured by teacher-collected data by (m/d/year).	analog clock cards and an analog clock	match analog clock cards to the time set on the analog clock (10 different times)	math skills	(20%) accuracy	(100%) accuracy for (3) days	teacher-collected data by (m/d/year)	Time Telling B			

Time Telling

IEP Goal Bank - SECONDARY LEVEL

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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			
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			

Time Telling

IEP Goal Bank - SECONDARY 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
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			
Math	E—Quarter Hours (Analog) (Nonverbal)	When given analog 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 cards 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 cards 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			

Time Telling

IEP Goal Bank - SECONDARY 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
Math	F—Five-Minute Increments (Analog) (Nonverbal)	When given a (story/article) and (12) <i>who</i> , <i>where</i> , <i>when</i> questions, the student will answer (12) questions improving reading skills from (25%) accuracy to (100%) accuracy for (5 stories/articles) 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)	When given an analog clock or clock cards 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 cards 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			
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			

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	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).	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			
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			

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	A—Time Tracking	When given a calendar, digital clock, sample time sheets, and a (10)-step task (list steps) for tracking time, the student will complete the time-tracking task, improving adaptive skills from (5/10) steps with independence to (10/10) steps with independence for (5) days as measured by teacher-collected data by (m/d/year).	a calendar, digital clock, sample time sheets and a (10) step (list steps) time tracking task	complete the (10)-step time tracking task	adaptive skills	(5/10) steps with independence	(10/10) steps with independence for (5) day	teacher-collected data by (m/d/year)	Task Analysis: Time Management A			
Adaptive Skills	A—Time Tracking	When given a calendar, digital clock, sample time sheets, and a (10)-step task (list steps) for tracking time, the student will complete (6) steps of the time-tracking task, improving adaptive skills from (2/10) steps with independence to (6/10) steps with independence for (5) days as measured by teacher-collected data by (m/d/year).	a calendar, digital clock, sample time sheets, and a (10)-step task (list steps) for tracking time	complete (6) steps of the time-tracking task	adaptive skills	(2/10) steps with independence	(6/10) steps with independence for (5) days	teacher-collected data by (m/d/year)	Task Analysis: Time Management A			
Adaptive Skills	A—Time Tracking	When given a calendar, digital clock, sample time sheets, and a (10)-step task (list steps) for tracking time, the student will complete the time-tracking task, improving adaptive skills from (6/10) steps with independence to (10/10) steps with independence for (5) days as measured by teacher-collected data by (m/d/year).	a calendar, digital clock, sample time sheets, and a (10)-step task (list steps) for tracking time	complete the (10)-step time-tracking task	adaptive skills	(6/10) steps with independence	(10/10) steps with independence for (5) days	teacher-collected data by (m/d/year)	Task Analysis: Time Management A			

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	B—Transportation Planning	When given a bus route schedule (arrival/departure, specific locations), the student will answer (10) questions about transportation planning, improving adaptive skills from (40%) accuracy to (100%) accuracy for (5) days as measured by teacher-collected data by (m/d/year).	bus route schedule (arrival/departure, specific locations)	answer (10) questions about transportation planning	adaptive skills	(40%) accuracy	(100%) accuracy for (5) days	teacher-collected data by (m/d/year)	Time Management B			
Adaptive Skills	C—Managing a Calendar Personal Appointment	When given access to a (computer/tablet), a calendar app, and a (7)-step task (list steps) for setting an appointment, the student will complete a (7)-step task for setting an appointment, improving adaptive skills from (3/7) steps with independence to (7/7) steps with independence across (5) appointments as measured by teacher-collected data by (m/d/year).	access to a (computer/tablet), a calendar app, and a (7)-step task (list steps) for setting an appointment	complete a (7)-step task for setting an appointment	adaptive skills	(3/7) steps with independence	(7/7) steps with independence across (5) appointments	teacher-collected data by (m/d/year)	Task Analysis: Time Management C			
Adaptive Skills	C—Managing a Calendar Personal Appointment	When given access to a (computer/tablet), a calendar app, and a (7)-step task (list steps) for setting an appointment, the student will complete (4) steps of the task for setting an appointment, improving adaptive skills from (0/7) steps with independence to (4/7) steps with independence across (5) appointments as measured by teacher-collected data by (m/d/year).	access to a (computer/tablet), a calendar app, and a (7)-step task (list steps) for setting an appointment	complete (4) steps of the task for setting an appointment	adaptive skills	(0/7) steps with independence	(4/7) steps with independence across (5) appointments	teacher-collected data by (m/d/year)	Task Analysis: Time Management C			

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	C—Managing a Calendar Personal Appointment	When given access to a (computer/tablet), a calendar app, and a (7)-step task (list steps) for setting an appointment, the student will complete a (7)- step task for setting an appointment, improving adaptive skills from (4/7) steps with independence to (7/7) steps with independence across (5) appointments as measured by teacher-collected data by (m/d/year).	access to a (computer/tablet) , a calendar app, and a (7)-step task (list steps) for setting an appointment	complete a (7)-step task for setting an appointment	adaptive skills	(4/7) steps with independence	(7/7) steps with independence across (5) appointments	teacher-collected data by (m/d/year)	Task Analysis: Time Management C			
Adaptive Skills	C—Managing a Calendar Important Date	When given access to a (computer/tablet), a calendar app, and a (7)-step task (list steps) for entering an important date on a calendar, the student will complete a (7)-step task for entering an important date on a calendar, improving adaptive skills from (3/7) steps with independence to (7/7) steps with independence across (5) important dates as measured by teacher-collected data by (m/d/year).	access to a (computer/tablet) , a calendar app, and a (7)-step task (list steps) for entering an important date on a calendar	complete a (7)-step task for entering an important date on a calendar	adaptive skills	(3/7) steps with independence	(7/7) steps with independence across (5) important dates	teacher-collected data by (m/d/year)	Task Analysis: Time Management C			
Adaptive Skills	D—Managing Contacts - Personal Contact	When given a cellphone/tablet or an address book and a (4)- step task (list steps) to create a personal contact, the student will complete a (4)-step task to create a personal contact, improving adaptive skills from (1/4) steps with independence to (4/4) steps with independence across (5) personal contacts as measured by teacher-collected data by (m/d/year).	a cellphone/tablet or an address book and a (4)-step task (list steps) to create a personal contact	complete a (4)-step task to create a personal contact	adaptive skills	(1/4) steps with independence	(4/4) steps with independence across (5) personal contacts	teacher-collected data by (m/d/year)	Task Analysis: Time Management D			

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	D—Managing Contacts - Business Contact	When given a cellphone/tablet, an address book, and a (7)-step task (list steps) to create a business contact, the student will complete a (7)-step task to create a business contact, improving adaptive skills from (3/7) steps with independence to (7/7) steps with independence across (5) business contacts as measured by teacher-collected data by (m/d/year).	a cellphone/tablet or an address book and a (7)-step task (list steps) to create a business contact	complete a (7)-step task to create a business contact	adaptive skills	(3/7) steps with independence	(7/7) steps with independence across (5) business contacts	teacher-collected data by (m/d/year)	Task Analysis: Time Management D			
Adaptive Skills	E—Scheduling Appointments	When given access to a phone, contacts, a calendar, and an (8)-step task (list steps) for scheduling an appointment, the student will complete an (8)-step task for scheduling an appointment, improving adaptive skills from (4/8) steps with independence to (8/8) steps with independence across (10) appointments as measured by teacher-collected data by (m/d/year).	access to a phone, contacts, a calendar, and an (8)-step task (list steps) for scheduling an appointment	complete an (8)-step task for scheduling an appointment	adaptive skills	(4/8) steps with independence	(8/8) steps with independence across (10) appointments	teacher-collected data by (m/d/year)	Task Analysis: Time Management E			

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—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/app 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 B1			
Math	B1—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 B1			
Math	B1—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 B1			

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—Adding Prices	When given a calculator/app, price cards, and shopping ad or menu, and a (4)-step task (list steps) for adding prices, the student will complete the (4)-step addition task to add prices, improving math 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 calculator/app, price cards, and shopping ad or menu, and a (4)-step task analysis (list steps) for adding prices,	complete the (4)-step addition task to add prices	math skills	(1/4) steps with independence	(4/4) steps with independence for (3) days	teacher-collected data by (m/d/year)	Monday Math C1 Part 1 and Part 2			
Math	D1—Subtracting Prices	When given a calculator/app, price cards, shopping ad or menu, and a (4)-step task (list steps) for subtracting prices, the student will complete a (4)-step task to subtract prices, improving math 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 calculator, price cards, shopping ad or menu, and a (4)-step task analysis (list steps) for subtracting prices	complete a (4)-step task to subtract prices	math skills	(1/4) steps with independence	(4/4) steps with independence 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—Managing Prepaid Cards	When given a calculator/app, prepaid card balance sheet, prices for items, and a (4)-step task (list steps) to maintain a balance on a prepaid card, the student will complete a (4)-step task to maintain a balance on a prepaid card, improving math skills from (2/4) steps with independence to (4/4) steps with independence for (5) days as measured by teacher-collected data by (m/d/year).	a calculator/app, prepaid card balance sheet, prices for items, and a (4)-step task analysis (list steps) to maintain a balance on a prepaid card	complete a (4)-step task to maintain a balance on a prepaid card	math skills	(2/4) steps with independence	(4/4) steps with independence for (5) days	teacher-collected data by (m/d/year)	Money Math E1			
Bills												
Math	A2—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 A2			
Math	B2—Comparative Shopping	When given a number board and (10) prices (list prices), student will identify the cheapest price, improving math skills from (20%) of opportunities to (90%) of opportunities across (3) days as measured by teacher-collected data by (m/d/year).	a number board and (10) prices (list prices)	student will identify the cheapest price	math skills	(20%) of oppo	(90%) of opportunities across (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—Next Dollar Strategy (Phase I)	When given a (story/article) and (12) <i>who</i> , <i>where</i> , <i>when</i> questions, the student will answer (12) questions improving reading skills from (25%) accuracy to (100%) accuracy for (5 stories/articles) for (3) days as measured by teacher-collected data by (m/d/year).	(10) prices (\$0.01-\$5.00) and (10) one-dollar bills	give the next dollar up amount	math skills	(40%) accuracy for (10) prices (\$0.01-\$5.00)	(100%) accuracy for (10) prices (\$0.01-\$5.00) for (3) days	teacher-collected data by (m/d/year)	Money Math C2			
Math	D2—Next-Dollar Strategy (Phase II)	When given (10) prices (\$0.01-\$10.00) and (10) one-dollar bills and (5) five-dollar bills, the student will give the next dollar up 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 (10) one-dollar bills and (5) five-dollar bills	give the next dollar up 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 D2			
Math	E2—Next Dollar Strategy (Phase III)	When given (10) prices (\$0.01-\$20.00) and (10) one-dollar bills, (5) five-dollar bills, and (3) ten-dollar bills, the student will give the next dollar up 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 (10) one-dollar bills, (5) five-dollar bills, and (3) ten-dollar bills	give the next dollar up 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 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	F2—Next Dollar Strategy (Phase IV)	When given (10) prices (\$0.01-\$40.00) and (10) one-dollar bills, (5) five-dollar bills, (3) ten-dollar bills, and (2) twenty-dollar bills, the student will give the next dollar up 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 (10) one-dollar bills, (5) five-dollar bills, (3) ten-dollar bills, and (2) twenty-dollar bills	give the next dollar up 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 F2			
Math	G2—Over the Amount	When given (10) prices and (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 (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 G2			

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	When given (5) pennies, (5) nickels, (5) dimes, and (5) 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).	(5) pennies, (5) nickels, (5) dimes, (5) quarters, and a model 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 A3			
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 (12) nickels, (12) dimes, (8) quarters, and (10) requests for amounts per denomination, the student will give the amount requested, improving math skills from (20%) accuracy giving the amount requested to (90%) accuracy giving the amount requested for (3) days as measured by teacher-collected data by (m/d/year).	(12) nickels, (12) dimes, (8) quarters, and (10) requests for amounts per denomination	give the amount requested	math skills	(20%) accuracy giving the amount requested	(90%) accuracy giving the amount requested for (3) days	teacher-collected data by (m/d/year)	Money Math C3			

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	D3—Counting Coin Combinations	When given (4) nickels, (2) dimes, (4) quarters, and (10) requests for amounts, the student will give the amount requested in coin combinations, improving math skills from (40%) accuracy to (90%) accuracy for (3) days as measured by teacher-collected data by (m/d/year).	(4) nickels, (2) dimes, (4) quarters, and (10) requests for amounts	give the amount requested in coin combinations	math skills	(40%) accuracy	(90%) accuracy for (3) days	teacher-collected data by (m/d/year)	Monday Math D3			
Math	E3—Counting Exact Change	When given (5) pennies, (5) nickels, (5) dimes, (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).	(5) pennies, (5) nickels, (5) dimes, (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 (4) nickels, (2) dimes, (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).	(4) nickels, (2) dimes, and (4) 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	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	Making Deposits	When given a calculator/app, bill replicas, checks, deposit slips, an account register, and a (7)-step task (list steps) for making a deposit, the student will complete (7) steps of the task to make a deposit, improving adaptive skills from (2/7) steps with independence to (7/7) steps with independence for (10) deposits as measured by teacher-collected data by (m/d/year).	a calculator/app, bill replicas, checks, deposit slips, an account register, and a (7)-step task (list steps) for making a deposit	complete (7) steps of the task to make a deposit	adaptive skills	(2/7) steps with independence	(7/7) steps with independence for (10) deposits	teacher-collected data by (m/d/year)	Task Analysis: Making Deposits			
Adaptive Skills	Making Deposits - Cash Back	When given a calculator/app, bill replicas, checks, deposit slips, an account register, and a (9)-step task (list steps) for making a deposit, the student will complete (9) steps of the task to make a deposit, improving adaptive skills from (3/9) steps with independence to (9/9) steps with independence for (10) deposits as measured by teacher-collected data by (m/d/year).	a calculator/app, bill replicas, checks, deposit slips, an account register, and a (9)-step task (last steps) for making a deposit	complete (9) steps of the task to make a deposit	adaptive skills	(3/9) steps with independence	(9/9) steps with independence for (10) deposits	teacher-collected data by (m/d/year)	Task Analysis: Making Deposits			
Adaptive Skills	Transferring Money	When given a calculator/app, checking deposit slips, savings/checking register, savings withdrawal slips, scenarios for monthly finances, and a (15)-step task (list steps) to transfer money, the student will complete the steps of the task to transfer money improving adaptive skills from (5/15) steps with independence to (15/15) steps with independence for (10) transfers as measured by teacher-collected data by (m/d/year).	a calculator/app, checking deposit slips, savings/checking register savings, withdrawal slips, scenarios for monthly finances, and a (15)-step task (list steps) to transfer money	the student will complete the (15) steps of the task to transfer money	adaptive skills	(5/15) steps with independence	(15/15) steps with independence for (10) transfers	teacher-collected data by (m/d/year)	Task Analysis: Transferring Money			

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	Transferring Money	When given a calculator/app, checking deposit slips, savings/checking register, savings withdrawal slips, scenarios for monthly finances, and a (15)-step task (list steps) to transfer money, the student will complete (8) steps of the task to transfer money, improving adaptive skills from (2/15) steps with independence to (8/15) steps with independence for (10) transfers as measured by teacher-collected data by (m/d/year).	a calculator/app, checking deposit slips, savings/checking register, savings withdrawal slips, scenarios for monthly finances, and a (15)-step task (list steps) to transfer money	the student will complete (8) steps of the task to transfer money	adaptive skills	(2/15) steps with independence	(8/15) steps with independence for (10) transfers	teacher-collected data by (m/d/year)	Task Analysis: Transferring Money			
Adaptive Skills	Transferring Money	When given a calculator/app, checking deposit slips, savings/checking register, savings withdrawal slips, scenarios for monthly finances, and a (15)-step task (list steps) to transfer money, the student will complete the (15) steps of the task to transfer money, improving adaptive skills from (8/15) steps with independence to (15/15) steps with independence for (10) transfers as measured by teacher-collected data by (m/d/year).	a calculator/app, checking deposit slips, savings/checking register, savings withdrawal slips, scenarios for monthly finances, and a (15)-step task (list steps) to transfer money	the student will complete the (15) steps of the task to transfer money	adaptive skills	(8/15) steps with independence	(15/15) steps with independence for (10) transfers	teacher-collected data by (m/d/year)	Task Analysis: Transferring Money			
Adaptive Skills	Managing Finances	When given a calculator, budget sheet, checking/savings registers, bills, checks, cash, and a (28)-step task (list steps) for managing finances, the student will complete the (28) steps of the task for managing finances, improving adaptive skills from (10/28) steps with independence to (28/28) steps with independence for (3 months) as measured by teacher-collected data by (m/d/year).	a calculator, budget sheet, checking/savings registers, bills, checks, cash, and a (28)-step task (list steps) for managing finances	will complete the (28) steps of the task for managing finances	adaptive skills	(10/28) steps with independence	(28/28) steps with independence for (3 months)	teacher-collected data by (m/d/year)	Task Analysis: Managing Finances			

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	Managing Finances	When given a calculator, budget sheet, checking/savings registers, bills, checks, cash, and a (28)-step task (list steps) for managing finances, the student will complete (14) steps of the task for managing finances, improving adaptive skills from (5/28) steps with independence to (14/28) steps with independence for (3 months) as measured by teacher-collected data by (m/d/year).	a calculator, budget sheet, checking/savings registers, bills, checks, cash, and a (28)-step task (list steps) for managing finances	will complete (14) steps of the task for managing finances	adaptive skills	(5/28) steps with independence	(14/28) steps with independence for (3 months)	teacher-collected data by (m/d/year)	Task Analysis: Managing Finances			
Adaptive Skills	Managing Finances	When given a calculator, budget sheet, checking/savings registers, bills, checks, cash, and a (28)-step task (list steps) for managing finances, the student will complete (28) steps of the task for managing finances, improving adaptive skills from (14/28) steps with independence to (28/28) steps with independence for (3 months) as measured by teacher-collected data by (m/d/year).	a calculator, budget sheet, checking/savings registers, bills, checks, cash, and a (28)-step task (list steps) for managing finances	will complete (28) steps of the task for managing finances	adaptive skills	(14/28) steps with independence	(28/28) steps with independence for (3 months)	teacher-collected data by (m/d/year)	Task Analysis: Managing Finances			

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	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 the (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	Using Transportation	When given a route schedule, pass, and (7)-step task (list steps) for using transportation, the student will complete (4) steps of the task 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 of the task 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: Using Transportation			
Adaptive Skills	Using Transportation	When given a route schedule, pass, and (7)-step task (list steps) for using transportation, the student will complete the 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: Using Transportation			

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	Using Transportation	When given a route schedule, pass, and (7)-step task (list steps) for using transportation, the student will complete the (7) steps for using transportation, 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: Using Transportation			
Adaptive Skills	Community Safety	When given a cell phone/tablet and a (4)-step task (list steps) to report location, the student will complete the (4) steps, 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, 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	Using an ATM for Withdrawals	When given an ATM card, wallet/purse, and an (11)-step task (list steps) for making an ATM withdrawal, the student will complete (7) steps of the task, improving adaptive skills from (2/11) steps with independence to (7/11) steps with independence for (10) withdrawals as measured by teacher-collected data by (m/d/year).	an ATM card, wallet/purse, and an (11)-step task (list steps) for making an ATM withdrawal	complete (7) steps for making an ATM withdrawal	adaptive skills	(2/11) steps with independence	(7/11) steps with independence for (10) withdrawals	teacher-collected data by (m/d/year)	Task Analysis: Using an ATM for Withdrawals			

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	Using an ATM for Withdrawals	When given an ATM card, wallet/purse, and an (11)-step task (list steps) for making an ATM withdrawal, the student will complete (11) steps for making an ATM withdrawal, improving adaptive skills from (7/11) steps with independence to (11/11) steps with independence for (10) withdrawals as measured by teacher-collected data by (m/d/year).	an ATM card, wallet/purse, and an (11)-step task (list steps) for making an ATM withdrawal	complete (11) steps for making an ATM withdrawal	adaptive skills	(7/11) steps with independence	(11/11) steps with independence for (10) withdrawals	teacher-collected data by (m/d/year)	Task Analysis: Using an ATM for Withdrawals			
Adaptive Skills	Using an ATM for Withdrawals	When given an ATM card, wallet/purse, and an (11)-step task (list steps) for making an ATM withdrawal, the student will complete the steps for making an ATM withdrawal, improving adaptive skills from (5/11) steps with independence to (11/11) steps with independence for (10) withdrawals as measured by teacher-collected data by (m/d/year).	an ATM card, wallet/purse, and an (11)-step task (list steps) for making an ATM withdrawal	complete (11) steps for making an ATM withdrawal	adaptive skills	(5/11) steps with independence	(11/11) steps with independence for (10) withdrawals	teacher-collected data by (m/d/year)	Task Analysis: Using an ATM for Withdrawals			
Adaptive Skills	Using an ATM for Deposits	When given an ATM card, wallet/purse, and a (13)-step task (list steps) for making an ATM deposit, the student will complete (7) steps of the task for making a deposit, improving adaptive skills from (3/13) steps with independence to (7/13) steps with independence for (10) deposits as measured by teacher-collected data by (m/d/year).	an ATM card, wallet/purse, and an (13)-step task (list steps) for making an ATM deposit	complete (7) steps of the task for making an ATM deposit	adaptive skills	(3/13) steps with independence	(7/13) steps with independence for (10) deposits	teacher-collected data by (m/d/year)	Task Analysis: Using an ATM for Deposits			

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	Using an ATM for Deposits	When given a (story/article) and (12) <i>who, where, when</i> questions, the student will answer (12) questions improving reading skills from (25%) accuracy to (100%) accuracy for (5 stories/articles) for (3) days as measured by teacher-collected data by (m/d/year).	an ATM card, wallet/purse and an (13) step task (list steps) for making an ATM deposit	complete the (13) steps for making an ATM deposit	adaptive skills	(7/13) steps with independence	(13/13) steps with independence for (10) deposits	teacher-collected data by (m/d/year).	Task Analysis: Using an ATM for Deposits			
Adaptive Skills	Using an ATM for Deposits	When given an ATM card, wallet/purse, and an (13)-step task (list steps) for making an ATM deposit, the student will complete (13) steps for making an ATM deposit, improving adaptive skills from (5/13) steps with independence to (13/13) steps with independence for (10) deposits as measured by teacher-collected data by (m/d/year).	an ATM card, wallet/purse, and an (13)-step task (list steps) for making an ATM deposit	complete the (13) steps for making an ATM deposit	adaptive skills	(5/13) steps with independence	(13/13) steps with independence for (10) deposits	teacher-collected data by (m/d/year).	Task Analysis: Using an ATM for Deposits			
Adaptive Skills	Grocery Shopping	When given grocery list/cards, money/debit card/credit card, and a (13)-step task (list steps) for grocery shopping, the student will complete (8) steps for grocery shopping, improving adaptive skills from (4/13) steps with independence to (8/13) steps with independence for (5) days as measured by teacher-collected data by (m/d/year).	grocery list/cards, money/debit card/credit card, and a (13)-step task (list steps) for grocery shopping	complete (8) steps for grocery shopping	adaptive skills	(4/13) steps with independence	(8/13) steps with independence for (5) days	teacher-collected data by (m/d/year)	Task Analysis: Grocery Shopping			

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	Grocery Shopping	When given grocery list/cards, money/debit card/credit card, and a (13)-step task (list steps) for grocery shopping, the student will complete (13) steps for grocery shopping, improving adaptive skills from (8/13) steps with independence to (13/13) steps with independence for (5) days as measured by teacher-collected data by (m/d/year).	grocery list/cards, money/debit card/credit card, and a (13)-step task (list steps) for grocery shopping	complete (13) steps for grocery shopping	adaptive skills	(8/13) steps with independence	(13/13) steps with independence for (5) days	teacher-collected data by (m/d/year)	Task Analysis: Grocery Shopping			
Adaptive Skills	Grocery Shopping	When given grocery list/cards, money/debit card/credit card, and a (13)-step task (list steps) for grocery shopping, the student will complete the (13) steps for grocery 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).	grocery list/cards, money/debit card/credit card, and a (13)-step task (list steps) for grocery shopping	complete the (13) steps for grocery 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: Community-Based Training—Grocery Shopping			
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 (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).	grocery list/ cards, money, debit/credit card, 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			

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	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 the (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			
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	Clothes Shopping	When given cash, a debit/credit card, and a (15)-step task (list steps) for clothes shopping, the student will complete (9) steps of the task for clothes shopping, improving adaptive skills from (4/15) steps with independence to (9/15) steps with independence for (5) shopping outings as measured by teacher-collected data by (m/d/year).	a cash, debit/credit card, and a (15)-step task (list steps) for clothes shopping	complete (9) steps of the task for clothes shopping	adaptive skills	(4/15) steps with independence	(9/15) steps with independence for (5) shopping outings	teacher-collected data by (m/d/year)	Task Analysis: Clothes Shopping			

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	Clothes Shopping	When given cash, a debit/credit card, and a (15)-step task (list steps) for clothes shopping, the student will complete (15) steps for clothes shopping, improving adaptive skills from (9/15) steps with independence to (15/15) steps with independence for (5) shopping outings as measured by teacher-collected data by (m/d/year).	cash, a debit/credit card, and a (15)-step task (list steps) for clothes shopping	complete (15) steps for clothes shopping	adaptive skills	(9/15) steps with independence	(15/15) steps with independence for (5) shopping outings	teacher-collected data by (m/d/year)	Task Analysis: Clothes Shopping			
Adaptive Skills	Clothes Shopping	When given cash, a debit/credit card, and a (15)-step task (list steps) for clothes shopping, the student will complete (15) steps for clothes shopping, improving adaptive skills from (9/15) steps with independence to (15/15) steps with independence for (5) shopping outings as measured by teacher-collected data by (m/d/year).	cash, a debit/credit card, and a (15)-step task (list steps) for clothes shopping	complete (15) steps for clothes shopping	adaptive skills	(9/15) steps with independence	(15/15) steps with independence for (5) shopping outings	teacher-collected data by (m/d/year)	Task Analysis: Clothes Shopping			
Adaptive Skills	Eating Out - Restaurant	When given cash, debit/credit card, pre-written order, and a (7)-step task (list steps) for eating out, the student will complete the (7) steps for eating out, 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).	cash, debit/credit card, pre-written order, and a (7)-step task (list steps) for eating out	complete (7) steps for eating out	adaptive skills	(4/7) steps with independence	(7/7) steps with independence for (5) days	teacher-collected data by (m/d/year)	Task Analysis: Eating Out - Restaurant			

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	Eating Out - Restaurant (Nonverbal)	When given cash, debit/credit card, pre-programmed order on a card or communication device, and a (7)-step task (list steps) for eating out, the student will complete (7) steps for eating out, 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).	cash, debit/credit card, pre-programmed order on a card or communication device and a (7)-step task (list steps) for eating out	complete (7) steps for eating out	adaptive skills	(4/7) steps with independence	(7/7) steps with independence for (5) days	teacher-collected data by (m/d/year)	Task Analysis: Eating Out - Restaurant			
Adaptive Skills	Eating Out - Fast Food	When given a pre-written order, money, and a (13)-step task (list steps) for eating at a fast food restaurant, the student will complete (9) steps, improving adaptive skills from (3/13) steps with independence to (9/13) steps with independence for (5) days as measured by teacher-collected data by (m/d/year).	a pre-written order, money, and a (13)-step task (list steps) for eating at a fast food restaurant	complete (9) steps for eating at a fast food restaurant	adaptive skills	(3/13) steps with independence	(9/13) 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 (13)-step task (list steps) for eating at a fast food restaurant, the student will complete (13) steps, improving adaptive skills from (9/13) steps with independence to (13/13) steps with independence for (5) days as measured by teacher-collected data by (m/d/year).	a pre-written order, money, and a (13)-step task (list steps) for eating at a fast food restaurant	complete (13) steps for eating at a fast food restaurant	adaptive skills	(9/13) steps with independence	(13/13) steps with independence for (5) days	teacher-collected data by (m/d/year)	Task Analysis: Eating Out - Fast Food			

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	Eating Out - Fast Food	When given a pre-written order, money, and a (13)-step task (list steps) for eating at a fast food restaurant, the student will complete (13) steps, improving adaptive skills from (6/13) steps with independence to (13/13) steps with independence for (5) days as measured by teacher-collected data by (m/d/year).	a pre-written order, money, and a (13)-step task (list steps) for eating at a fast food restaurant	complete (13) steps for eating at a fast food restaurant	adaptive skills	(6/13) steps with independence	(13/13) 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-programmed order, on a card or communication device, money, and a (13)-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 (3/13) steps with independence to (9/13) steps with independence for (5) days as measured by teacher-collected data by (m/d/year).	a pre-programmed order, on a card or communication device, money, and a (13)-step task (list steps) for eating at a fast food restaurant	complete (9) steps for eating at a fast food restaurant	adaptive skills	(3/13) steps with independence	(9/13) 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-programmed order, on a card or communication device, money, and a (13)-step task (list steps) for eating at a fast food restaurant, the student will complete the (13) steps for eating at a fast food restaurant, improving adaptive skills from (9/13) steps with independence to (13/13) steps with independence for (5) days as measured by teacher-collected data by (m/d/year).	a pre-programmed order, on a card or communication device, money, and a (13)-step task (list steps) for eating at a fast food restaurant	complete the (13) steps for eating at a fast food restaurant	adaptive skills	(9/13) steps with independence	(13/13) steps with independence for (5) days	teacher-collected data by (m/d/year).	Task Analysis: Eating Out - Fast Food			

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	Eating Out - Fast Food (Nonverbal)	When given a pre-programmed order, on a card or communication device, money, and a (13)-step task (list steps) for eating at a fast food restaurant, the student will complete the (13) steps for eating at a fast food restaurant, improving adaptive skills from (6/13) steps with independence to (13/13) steps with independence for (5) days as measured by teacher-collected data by (m/d/year).	a pre-programmed order, on a card or communication device, money, and a (13)-step task (list steps) for eating at a fast food restaurant	complete the (13) steps for eating at a fast food restaurant	adaptive skills	(6/13) steps with independence	(13/13) steps with independence for (5) days	teacher-collected data by (m/d/year)	Task Analysis: Eating Out - Fast Food			

Independent Skills

IEP Goal Bank - SECONDARY 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 the (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 the (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	Using the Bathroom	When given access to a bathroom and an (11)-step task (list steps) for bathroom use, the student will complete 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 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			

Independent Skills

IEP Goal Bank - SECONDARY 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	Using the Bathroom	When given access to a bathroom and an (11)-step task for bathroom use, the student will complete the 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 for bathroom use	complete (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)	Task Analysis: Using the Bathroom			
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 the (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			

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	Filing Numerically	When given a filing system, filing cards, and a number line, the student will file (10) cards numerically improving adaptive skills from (20%) accuracy to (90%) accuracy for (5) days as measured by teacher-collected data by (m/d/year).	a filing system, filing cards, and a number line	file (10) cards numerically	adaptive skills	(20%) accuracy	(90%) accuracy for (5) days	teacher-collected data by (m/d/year)	Filing			
Adaptive Skills	Filing Uppercase Alphabetically	When given a filing system, filing cards, alphabet line, and uppercase letters, the student will file (10) uppercase cards alphabetically, improving adaptive skills from (20%) accuracy to (90%) accuracy for (5) days as measured by teacher-collected data by (m/d/year).	a filing system, filing cards, alphabet line, and uppercase letters	file (10) uppercase cards alphabetically	adaptive skills	(20%) accuracy	(90%) accuracy for (5) days	teacher-collected data by (m/d/year)	Filing			
Adaptive Skills	Filing Lowercase Alphabetically	When given a filing system, filing cards, alphabet line, and lowercase letters, the student will file (10) lowercase cards alphabetically, improving adaptive skills from (20%) accuracy to (90%) accuracy for (5) days as measured by teacher-collected data by (m/d/year).	a filing system, filing cards, alphabet line, and lowercase letters	file (10) lowercase cards alphabetically	adaptive skills	(20%) accuracy	(90%) accuracy for (5) days	teacher-collected data by (m/d/year)	Filing			
Adaptive Skills	Data Entry	When given access to a computer, an (Excel spreadsheet), and (10) pieces of data, the student will input data (e.g., words), improving adaptive skills from (50%) correct to (100%) correct for (3) days as measured by teacher-collected data by (m/d/year).	access to a computer, an (Excel spreadsheet), and (10) pieces of data	input data (e.g., words)	adaptive skills	(50%) correct	(100%) correct for (3) days	teacher-collected data by (m/d/year)	Data Entry			
Adaptive Skills	Data Entry	When given access to a computer and (Excel spreadsheet), the student will input data (e.g., words), improving adaptive skills from a rate of (5) words per minute to a rate of (10) words per minute for (3) days as measured by teacher-collected data by (m/d/year).	access to a computer and (Excel spreadsheet)	input data (e.g., words)	adaptive skills	a rate of (5) words per minute	a rate of (10) words per minute for (3) days	teacher-collected data by (m/d/year)	Data Entry			

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	Taking Messages	When given a phone, pencil, message log, and a (9)-step task (list steps) for taking messages, the student will complete (6) steps of the task for taking messages, improving adaptive skills from (3/9) steps with independence to (6/9) steps with independence for (10) messages as measured by teacher-collected data by (m/d/year).	a phone, pencil, message log, and a (9)-step task (list steps) for taking messages	complete (6) steps of the task for taking messages	adaptive skills	(3/9) steps with independence	(6/9) steps with independence for (10) messages	teacher-collected data by (m/d/year)	Task Analysis: Taking Messages			
Adaptive Skills	Taking Messages	When given a phone, pencil, message log, and a (9)-step task (list steps) for taking messages, the student will complete (9) steps for taking messages, improving adaptive skills from (6/9) steps with independence to (9/9) steps with independence for (10) messages as measured by teacher-collected data by (m/d/year).	a phone, pencil, message log, and a (9)-step task (list steps) for taking messages	complete (9) steps for taking messages	adaptive skills	(6/9) steps with independence	(9/9) steps with independence for (10) messages	teacher-collected data by (m/d/year)	Task Analysis: Taking Messages			
Adaptive Skills	Taking Messages	When given a phone, pencil, message log and a (9)-step task (list steps) for taking messages, the student will complete (9) steps for taking messages, improving adaptive skills from (3/9) steps with independence to (9/9) steps with independence for (10) messages as measured by teacher-collected data by (m/d/year).	a phone, pencil, message log, and a (9)-step task (list steps) for taking messages	complete (9) steps for taking messages	adaptive skills	(3/9) steps with independence	(9/9) steps with independence for (10) messages	teacher-collected data by (m/d/year)	Task Analysis: Taking Messages			
Adaptive Skills	Giving Change	When given a cash register/app, sample menus, bill replicas, and a (4)-step task (list steps) for giving change, the student will complete (4) steps for giving change, improving adaptive skills from (55%) correct responses to (100%) correct responses across (5) days as measured by teacher-collected data by (m/d/year).	a cash register/app, sample menus, bill replicas, and a (4)-step task (list steps) for giving change	complete (4) steps for giving change	adaptive skills	(55%) correct responses	(100%) correct response across (5) days	teacher-collected data by (m/d/year)	Task Analysis: Giving Change			

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	Getting Started at Work	When given a checklist or pictures of a (6)-step task (list steps) of starting a work day routine, the student will complete (6) steps of starting a work day routine, improving adaptive skills from (3/6) steps with independence to (6/6) steps with independence for (5) days as measured by teacher-collected data by (m/d/year).	checklist or pictures of a (6)-step task (list steps) of starting a work day routine	complete (6) steps of starting a work day routine	adaptive skills	(3/6) steps with independence	(6/6) steps with independence for (5) days	teacher-collected data by (m/d/year)	Task Analysis: Getting Started at Work			
Adaptive Skills	Taking Coffee Orders (Job Sample #1)	When given a (5)-step task (list steps) for taking coffee orders, the student will complete (5) steps for taking coffee orders, improving adaptive skills from (2/5) steps with independence to (5/5) steps with independence for (10) orders as measured by teacher-collected data by (m/d/year).	a (5)-step task (list steps) for taking coffee orders	complete (5) steps for taking coffee orders	adaptive skills	(2/5) steps with independence	(5/5) steps with independence for (10) orders	teacher-collected data by (m/d/year)	Task Analysis: Taking Coffee Orders (Job #1)			
Adaptive Skills	Mail Delivery (Job Sample #2)	When given a (story/article) and (12) <i>who</i> , <i>where</i> , <i>when</i> questions, the student will answer (12) questions improving reading skills from (25%) accuracy to (100%) accuracy for (5) stories/articles for (3) days as measured by teacher-collected data by (m/d/year).	a (5)-step task (list steps) for delivering mail	complete (5) steps for delivering mail	adaptive skills	(2/5) steps with independence	(5/5) steps with independence for (10) days	teacher-collected data by (m/d/year)	Task Analysis: Mail Delivery (Job Sample #2)			
Adaptive Skills	Marketing (Job Sample #3)	When given a (4)-step task (list steps) for a marketing job, the student will complete (4) steps for a marketing job, 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 (4)-step task (list steps) for a marketing job	complete (4) steps of the marketing job	adaptive skills	(1/4) steps with independence	(4/4) steps with independence for (5) days	teacher-collected data by (m/d/year)	Task Analysis: Marketing (Job Sample #3)			