



Sentence Starters

Getting to child outcomes (what to teach)

1. Could you say more about what you want the child to know/do?
2. Could you describe what you want the child to know/do?
3. What seems to be in the way of the child knowing/doing _____?
4. When does the child have the greatest success/struggle the most?
5. How do skills from other areas of development and learning relate to or impact the child knowing/doing _____?
6. What is an earlier version of _____?
7. How could _____ be simplified?
8. What are the implications for the child not knowing/doing _____?
9. Where did the expectation for the child to know/do _____ come from?
10. When do other children typically know/do _____?
11. OTHER _____

Getting to IEP worthy goals

1. Is _____ related to the child's disability/delay/disorder?
2. Is _____ having an adverse impact on participation in appropriate daily activities?
3. Does _____ require specially designed instruction
4. Can _____ be acquired this year?
5. Does _____ have a beginning and an end and can it be seen and/or heard (i.e., is it observable – is it an action)?
6. Can the child's performance regarding _____ be measured over time either qualitatively or quantitatively?
7. Does the child need _____ to participate in all/most daily activities?
8. Does the child need _____ to complete all/most daily activities?
9. Does _____ represent a general concept or class of responses?
10. Can _____ be generalized across a variety of settings, materials, and/or people?
11. Can _____ be taught across daily activities?
12. Can _____ be taught/addressed by a variety of team members?