



## ***IEP Worthy Guiding Questions***

### **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?