

[Executive Functioning-IEP Goals and Accommodations](#)

Executive Function goals for IEP-WISC

1. The student will develop the ability to attend to individual tasks and will improve processing speed through the use of timers and cuing utilized with the entire class in the general classroom.
2. The student will successfully complete 12 or more weeks of a proven cognitive enhancement program that addresses deficits in processing speed, short-term working memory, attention to detail, monitoring, sequencing and organization skills, with instruction, for at least 1 hour per day every weekday, to alleviate effects of executive functioning disorder deficits.

Self-Awareness/Self Advocacy goals for an IEP

1. Given a specific routine for monitoring task success, such as Goal-Plan-Do-Check, the student will accurately identify tasks that are easy/difficult for him.
2. Given a difficult task, the student will indicate that it is difficult.
3. The student will explain why some tasks are easy/difficult for him, help develop management strategies.
4. If tasks are difficult, the Student will request help.
5. When he is more capable than the other child, the Student will offer help to others.
6. If a student has negative behaviors, debriefing sessions held at an appropriate time and place and the student is able to identify his triggers and possible strategies.
7. Given training in a self-regulatory routine and visual cues and fading adult supports, the student will accurately predict how effectively he will accomplish a task. For example, he will accurately predict: whether or not he will be able to complete a task, how many (of something) he can finish, his grade on tests, how many problems he will be able to complete in a specific time period; etc.
8. You can find more [Self Advocacy IEP Goals](#) in this separate post.

Organization IEP Goals

1. Given support and visual cues, the student will create a system for organizing personal items in his locker/desk/notebook
2. To tell an organized story, a student will place photographs in order and then narrate the sequence of events. Given visual cues and fading adult supports, the student will select and use a system to organize his assignments and other school work
3. Given a complex task, the student name will organize the task on paper, including the materials needed, the steps to accomplish the task, and a time frame
4. Using learned strategies and given fading adult support, the student will prepare an organized outline before proceeding with writing projects.
5. The student will improve organization skills for classroom work and homework through specific, repetitive instruction, and use of (list SDIs or supports) and measured by a frequency or %.
6. Given a specific work checking routine, the student will identify errors in his work without teacher assistance. The student's rating of his performance on a 10-point scale will be within one point of the teacher's rating.
7. Given support and visual cues, the student will create a system for organizing personal items in his/her locker/desk/notebook/homework agenda in X out of X observable opportunities.

8. The student will self-edit his work to correct spelling, punctuation, capitalization, and grammar on all typical classroom assignments in all settings to eliminate all errors from his work

Problem Solving goals for an IEP-Executive Function:

1. Given training in and visual reminders of, self-regulatory scripts student will manage unexpected events and violations of routine without disrupting classroom activities
2. The student will use a structured recipe or routine for generating new ideas or brainstorming to respond successfully to open-ended assignments
3. When faced with changes and/or transitions in activities or environments, the student will initiate the new activity after {decreasing number of supports}
4. Given concrete training, visual supports and fading adult cuing, the student will appropriately label flexible and stuck behaviors in himself
5. Given training and practice with the concept of compromise, and in the presence of visual supports, the student will accept and generate compromise solutions to conflicts when working cooperatively with others.

Personal Goal Setting, Self Correction, Self-Improvement IEP Goals

1. Student will participate with teachers and therapists in setting instructional and therapy goals
2. Given explicit instruction, visual reminders, and fading adult support, the student will successfully distinguish target goals (doing well in school, making a friend, learning to read, graduating from school) from interfering goals (playing video games instead of doing homework)
3. Having failed to achieve a predicted grade on a test, the student will create a plan for improving performance for the next test.
4. The student will self-initiate editing activities to correct spelling, punctuation, capitalization, and grammar on all typical classroom assignments in all settings.

Time Management and Planning IEP Goals

1. Given a routine, the student will indicate what steps or items are needed and the order of the events.
2. The student will learn (after helping to develop) a self-regulatory plan for carrying out any multiple step task (completing homework, writing an essay, doing a project) and given practice, visual cues, and fading adult supports, will apply the plan independently to new situations.
3. When given a selection of 3 activities for therapy or instructional session, the student will indicate their order, create a plan on paper and stick to the plan.
4. Given a task or assignment, the student will identify and gather what items are needed to complete said task.
5. Given a task that he correctly identifies as difficult for him, the student will create a plan for accomplishing the task.

Executive Function Accommodations

- [Visual organizers](#) for a step-by-step approach-i.e. use of a whiteboard with color markers
- Tools like iPads, watches with timers, and laptops.

- Use and prepare visual schedules, review several times a day.
- Notification method (public or secret) to alert to changes and transitions
- Ask for large print, written directions with oral instructions whenever possible.
- When shifts in schedules and activities, plan for transitions.
- Create "to-do" lists/checklists with estimated times.
- Break long assignments into chunks and assign time frames for completing each chunk.
- Simple instructions, step by step, with visuals.
- graphic organizers
- color code (paper color or ink color) as warranted
- Devices such as a hand-held for reminders on projects, assignments, meetings such as iTouch, Blackberry, iPhone, etc.
- Large, easy-to-read, erasable color-coded calendar for projects, long-term assignments, meetings, events, activities, chores, etc.
- student agenda with time each day to review and self-evaluate
- Use a "date stamp" for materials **received on dates** and also **due on dates**
- Keep an organized workspace; allow class time at end of each segment for this to occur.
- Hang a whiteboard/magnetic to create visual for a student with a simple list for weekly assignments/projects-use magnets to hang papers due
- Minimize clutter.
- Ask for extra textbooks for home use-keep in work areas.
- Have separate work areas with complete sets of supplies for different activities/subjects.
- Schedule a weekly time to clean and organize the workspace.
- Modify tests- can be overwhelming and stressful-need extra time and quiet space-break-down(chunk) into parts to do at a time
- Also, modify assignments and projects-chunk-use highlighters to emphasize important parts-visual organizers to create timelines
- A "homework system" that the student finds most helpful-i.e. assignment book and checked at home and then at school by staff in the morning with all homework
- Use of computers or technology as much as possible for visual and ease of completing work
- Teachers providing as much information with visuals on the whiteboard and with copies of notes for students
- Reading-ebooks, kindle, iPad, and use of any visual and auditory form of books for comprehension
- Vocabulary-iPad,iTouch, iPhone, or other handhelds for [apps that have vocabulary practice.](#)

For more assistance, go to: <https://adayinourshoes.com/executive-functioning-iep-goals-accommodations/>