**SMART Goals**

Here is some information on SMART goals.

*Goals should* ***not*** *begin with, “Within one year,” “In one year,” “At the end of the year,” or “By the end of the year.” Instead use, “(Student’s name) will.” Also refrain from using “In three months,” “In six months,” and “In nine months.”*  *Instead use, “(Student’s name) will.” We do not include a time-frame.*

*Do not use: "will increase," "will decrease," "will improve," and refrain from using: "will be able to".*

The term SMART IEPs describes IEPs that are specific, measurable, use action words, are realistic and relevant, and time-limited.

**S** Specific

**M** Measurable

**A** Use Action Words

**R** Realistic and relevant

**T** Time-limited

Let's examine each of these concepts.

Specific

SMART IEPs have specific goals and objectives. Specific goals target areas of academic achievement and functional performance. They include clear descriptions of the knowledge and skills that will be taught and how the child's progress will be measured. Look at these two goals. Which one is specific?

1. *Dylan will increase study skills for academic success.*
2. *Dylan will demonstrate the following study skills: skimming written material and use reference materials in social studies class.*

Measurable

SMART IEPs have measurable goals and objectives. Measurable means you can count or observe it. Measurable goals allow parents and teachers to know how much progress the child has made since the performance was last measured. With measurable goals, you will know when the child reaches the goal. Which of these two goals is measurable and observable?

* *Owen will improve his reading skills.*
* *Given second grade material, Owen will read a passage of text orally at 110-130 wpm with random errors.*

Action words

IEP goals include three components that must be stated in measurable terms:

(a) direction of behavior (increase, decrease, maintain, etc.)

(b) area of need (i.e., reading, writing, social skills, transition, communication, etc.)

(c) level of attainment (i.e., to age level, without assistance, etc.)

SMART IEPs use action words like: *"The child will . . ."* Which of these goals is specific, measurable and includes action words?

* *Betsy will decrease her anger and violation of school rules.*
* *Provided with anger management training and adult support, Betsy will remove herself from environments that cause her to lose control of her behavior so that she has no disciplinary notices.*

Realistic and relevant

SMART IEPs have realistic, relevant goals and objectives that address the child's unique needs that result from the disability. SMART IEP goals are not based on district curricula, state or district tests, or other external standards. Which of these goals is specific, measurable and realistic?

* Kelsey will demonstrate improved writing skills.
* Kelsey will improve her writing and spelling skills so she can write a clear, cohesive, and readable paragraph consisting of at least 3 sentences, including compound and complex sentences that are clearly related.

Time-limited

SMART IEP goals and objectives are time-limited. What does the child need to know and be able to do after one year of special education? What is the starting point for each of the child's needs (present levels of academic achievement and functional performance)? Time-limited goals and objectives enable you to monitor progress at regular intervals. Assume your child is in the fifth grade. Alex's reading skills are at the early third grade level. Here is a specific, measurable, time-limited goal that tells you what Alex can do now and what he will be able to do after one year of special education:

**Present level of performance:** Given third grade material, Alex reads 50-70wpm with 4-6 errors.

**Annual goal:** Given fifth grade material, Alex will read 120 wpm with only random errors.

(To ensure that Alex meets his goal, we will measure his progress in 3 term intervals.)

**Short Term 1**: given third grade material, Alex will read 110 to 120 wpm with1-3 errors.

**Short Term 2:** given fourth grade material, Alex will read 70-100 wpm with1-3 errors.

**Short Term 3:** given fifth grade material, Alex will read 70-100 wpm with 1-3errors.