

Three Common Mistakes to Avoid When Writing Goals and Objectives

Make sure goals and objectives align with each other and can be measured. This way you'll know whether your goals are working and whether the student is making progress.

1. Goals and objectives are not measurable.
Include a specific time frame and method for the student to accomplish the goal. Teams should formulate goals and objectives as detailed and comprehensible as possible so parents have a true idea of the child's progress.

2. Goals and objectives do not relate directly to disability.
Make sure that you target goals and objectives based on a student's specific disability. Goals should be on core skills not a rewrite of the curriculum. For example, a reading could prevent a student from reading the science book, the appropriate goal should address the reading deficit.

3. Objectives are not aligned with goals.
There is little benefit for a student when, for example, his goals focus on improving his reading skills when the objectives emphasize writing or math skills. This error can happen when teachers instruct students in multiple subjects but are limited in the number of goals they write. If goals are broken into subjects, you really don't see too many mismatched objectives.

Adapted from: IEP Goals That Make a Difference: An Administrator's Guide to Improving the Process.