

# INDIVIDUALIZED EDUCATION PLAN (IEP) GOAL IDEAS TO SUPPORT COLLEGE READINESS

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This document is intended for secondary educators and families of students with intellectual disability when developing individual education program (IEP) goals for students who intend to transition to postsecondary education. The suggested goal ideas focus on the skills and knowledge necessary for students to be prepared for college. The ideas are organized into four areas: education, career and employment, community engagement and services, and independence. Each goal idea has a number of components to choose from and may be used in tandem or sequentially.

To begin, assess the student's skills, areas for growth, and support needs related to the listed goal areas. Next, choose goal ideas that align with a student's motivations, support needs, and present levels of performance. Then, develop each chosen idea into a measurable goal that is individualized to the student and specific to an activity.

The goal ideas and example components contained in this document are written to inform goal development. The goal ideas are not written as complete goals and should not be copied directly to an IEP.

## **Area 1: Education**

### **Goal 1.1 Demonstrate increased independence/success in electronic communications through (choose one or more):**

- Initiating texts, phone calls, or emails
- Responding to texts, phone calls, or emails
- Identifying and deleting spam emails
- Deleting outdated emails
- Exploring, choosing, and using adaptive software or apps for personal use to write messages/email

### **Goal 1.2 Completes and submits assignments electronically through (choose one or more):**

- Completing course assignments in Microsoft Word (or another program)
- Submitting assignments through email or electronic classroom
- Creating presentations in electronic format (e.g., slides, video, audio)
- Identifying and using adaptive software to create assignments and access written text
- Creating an electronic class folder system for assignments
- Presenting electronic assignments to peers, instructors
- Completes assignments by due date through (choose one or more):
  - » Recording assignments in agenda, electronic calendar, or assignment book
  - » Creating adapted list(s) or task schedule(s) for assignment completion



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**Goal 1.3 Increases problem solving through (choose one or more):**

- Communicating needs, preferences, and aptitudes in writing
- Identifying and using adaptive software when appropriate for completing assignments and accessing text
- Reading and following assignment/environmental directions independently, using adaptive software, or by initiating peer or instructor support
- Using an electronic dictionary or search for unknown terms

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**Goal 1.4 Makes course selections based on career goals through (choose one or more):**

- Making and keeping appointment(s) with school or vocational rehabilitation (VR) counselor to review results of career interest/aptitude inventory
- Identifying career interests and finding activities to learn about identified career(s)
- Discussing and requesting career and transition goals in IEP meetings
- Making and keeping appointment(s) with counselors for interest and course change requests

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**Goal 1.5 Applies organizing strategies or activities through (choose one or more):**

- Using graphic organizers in academic courses
- Developing graphic organizers for personal use
- Using app/alarm to create lists/reminders/self-cues
- Navigating textbooks/websites/articles through use of (choose activity):
  - » table of contents
  - » glossary
  - » index
  - » bold and italics in text
  - » headlines
  - » article titles
  - » captions
  - » chapter summaries
  - » photographs and images

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**Goal 1.6 Uses internet to access information or register for activities through (choose one or more):**

- Using login name and password to access computer and website(s)
- Navigating website(s) to enter personal information for activity registration
- Identifying dangerous or spam popups and websites
- Identifying activities with dates and times already passed
- Scheduling activity date and time on personal calendar (electronic or paper)
- Identifying personal information to keep private/off the internet

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**Goal 1.7 Increases literacy through (choose one or more):**

- Reading course material or lectures using adaptive software or modified reading methods
- Identifying and taking notes on main points of a class lecture or text chapter
- Taking notes from course material or lectures using adaptive software (e.g., speech-to-text, copy-and-paste)
- Conducting research using the internet
- Identifying credible and non-credible sources of information

**Goal 1.8 Increase assignment completion through (choose one or more):**

- Developing an idea or topic for a presentation or assignment
- Choosing ideas related to one another for a presentation or assignment
- Answering short questions with a complete sentence
- Responding to a writing prompt with complete sentences
- Entering close-enough spelling approximations to enable the spell check feature to provide the intended word per task/assignment
- Using the spell-check feature and correcting identified spelling errors per task/assignment
- Submitting a research paper with a defined quantity for item(s) chosen below:
  - » page length
  - » spelling errors
  - » complete sentences
  - » paragraphs
  - » introduction
  - » conclusion
  - » Evaluating peers' presentations or assignment topics

**Goal 1.9 Increase literacy in responding to directions and signs in the environment through (choose one or more):**

- Recognizing and follow signs in the classroom (e.g., homework bin, check-in/check-out, daily updates, news)
- Recognizing and following signs in the school building indicating classrooms, special rooms (e.g., office, gymnasium, library), exits, etc.
- Recognizing and following traffic lights, street signs, and walk signals
- Recognizing and correctly interpreting community signs such as do not enter, closed, and caution

**Goal 1.10 Increase time skills and time sense through (choose one or more):**

- Choosing a preferred device (e.g., smart phone, tablet, computer) to keep and manage time and calendar
- Daily use of students' personal calendar (phone, computer, or paper) by
  - » Entering activities with beginning and ending times onto calendar
  - » Setting activity reminders
  - » Accepting a calendar invite
  - » Identifying activities (e.g., homework, holidays, appointments, tests, due dates) in the past, present, or future
  - » Identifying recurring activities by weeks, months, and years
- Estimating the length of time for activities, (using electronic timers, cell phones, and apps)
- Budgeting travel time to/from activities
- Demonstrating awareness of time by:
  - » Arriving to class or appointment on time
  - » Returning from break on time
  - » Submitting projects or assignments by due date/time

## **Area 2: Career & Employment**

### **Goal 2.1 Works as a regularly scheduled employee through (choose one or more):**

- Using internet, newspaper, 'help wanted' signage, community members, and other sources to locate employment opportunities
- Identifying job opportunities within area of identified interest
- Submitting job applications (paper/online)
- Engaging in interview role plays
- Dressing in professional attire for interviews
- Arriving at interviews on time
- Clocking in/signing in to work by start of shift
- Calling supervisor when absence from work is necessary
- Receiving positive job evaluation ("satisfactory," "meets expectations," or higher) on a chosen percentage of evaluation items.

### **Goal 2.2 Serves as a regularly scheduled volunteer through (choose one or more):**

- Using internet, newspaper, 'help wanted' signage, community members, and other sources to locate volunteer opportunities
- Identifying volunteer opportunities within area of identified interest
- Clocking in/signing in to work by start of shift
- Notifying site when absence from volunteering is necessary

### **Goal 2.3 Explores and identifies career options based on interests and ability through (choose one or more):**

- Completing interest and/or aptitude assessments
- Reviewing assessment results and using information to identify career goals
- Developing or revising career goals based on career selection and job requirements
- Exploring careers of interest through interviews, job shadowing, or volunteer experiences

### **Goal 2.4 Demonstrates agency and self-awareness in developing career goals through (choose one or more):**

- Identifying areas of strength and areas of interest
- Identifying careers that align with interests and strengths
- Identifying potential environmental support needs in career of choice
- Planning access to support needs in employment environment
- Identifying strategies to use for succeeding on the job

### **Goal 2.5 Initiates solving a problem through (choose one or more):**

- Identifying a problem
- Brainstorming and evaluating potential solutions
- Identifying resources that can be used to solve the problem (e.g., service, staff, website, friends, or classmates)
- Choosing solution to solve a problem
- Reflecting on the outcome of a solution used
- Using problem-solving strategies when working in teams or cooperative groups

**Goal 2.6 Pursues competitive employment through (choose one or more):**

- Creating or requesting help creating a resume (digital or paper) or career portfolio (GACollege411, Career Cruising, or similar)
- Identifying counselor or agency to assist in developing job leads
- Scheduling appointment with counselor or agency
- Asking family members or friends for job leads
- Attending job fairs
- Applying for positions of employment
- Interviewing for positions of employment
- Sending thank-you follow up messages to each interviewer after interview

**Goal 2.7 Manages conflicts at work through (choose one or more):**

- Reflecting on personal responsibility for conflict
- Communicating with employee/supervisor of concern
- Discussing solution with co-worker/supervisor
- Reflecting on whether the problem was effectively solved
- Making changes as needed

**Area 3: Community Engagement & Services****Goal 3.1 Engages successfully with community members through (choose one or more):**

- Introducing self in new situations
- Describing area of career interest and related experiences when asked
- Describing strengths and support strategies when asked
- Requesting assistance, when necessary
- Observing and identifying appropriate/inappropriate behaviors for the environment (e.g., classroom, park, restaurant, store, job site)

**Goal 3.2 Accesses transportation through (choose one or more):**

- Scheduling ride (paratransit, public, or shared ride) via phone call, app, website, or transit map
- Waiting at designated area for transport
- Managing travel fares (ticket, card, coins, digital app)
- Stating destination and confirming correct transport (through signage, driver response)
- Exiting transport at desired stop
- Identifying strategies for missing stop (e.g., notify driver, use cell phone to request help, stay put until stop is reached again)
- Utilizing strategies when missed stop

**Goal 3.3 Engages in clubs or community organizations/groups through (choose one or more):**

- Identifying sources for activities, clubs, organization listings (e.g., city website, newspaper, school, church or community bulletin board, radio, town newsletter, sport or hobby shop, library, websites)
- Selecting a club/organization/activity of interest based on interest preference, career choice, proximity to home or school, or friends involved
- Contacting a club/organization for more information (location, time, date, frequency, number of people, cost, expectations, activities involved, etc.)
- Attending meetings/activities

### **Goal 3.4 Seeks and obtains services and supports as needed through (choose one or more):**

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- Contacting vocational rehabilitation (VR) for services
- Making and keeping appointment with VR counselor for services
- Making appointment with school counselor for financial aid options
- Making quarterly appointments to meet with Medicaid waiver support coordinator to discuss support needs and purchasing plan
- Finding the hours that a business or service is open (using the internet)

## **Area 4: Independence**

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### **Goal 4.1 Advocates for assistance through (choose one or more):**

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- Making and keeping appointment(s) with teacher or counselor to review course schedule
- Making and keeping appointment(s) with teacher(s) to review accommodations and supports
- Making and keeping appointment(s) with employer or supervisor to discuss job accommodations and supports needed
- Identifying safe individuals available to ask for help
- Initiating request for help

### **Goal 4.2 Demonstrates ability to set and follow daily schedule and routines through (choose one or more):**

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- Creating and following daily morning, evening, and/or homework routines (including times)
- Setting and following morning wake up/evening bedtime alarms
- Maintaining a shopping list of necessary items to purchase
- Charging cell phone, computer, tablet, earbuds regularly

### **Goal 4.3 Increases money literacy through (choose one or more):**

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- Identifying the money type (coins, dollars, card) needed to make purchases
- Reading purchase totals on receipts
- Tracking purchases through collection of receipts
- Estimating funds for food, hygiene, and entertainment expenses
- Budgeting funds for food, hygiene, and entertainment expenses

### **Goal 4.4 Demonstrates ability to purchase items through (choose one or more):**

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- Estimating the money required to make a purchase, using the next-dollar-up strategy
- Identifying the closest bill to purchase a single item, using one-, five-, and ten-dollar bills
- Calculating the cost of multiple items, using a calculator app
- Calculating the cost of tax on total items, using a calculator app
- Identifying a solution when the purchase total is more than the money available
- Planning for and purchasing items with a set amount of money
- Using a credit or debit card to purchase items.

### **Goal 4.5 Demonstrates ability to purchase meals at cafeterias/restaurants through (choose one or more):**

- Choosing food and carrying tray, drink, and utensils to a table
- Ordering food from a menu
- Identifying healthy and less healthy food choices
- Pre-planning meal purchase with limited funds
- Carrying tray and trash to receptacle
- Paying for food and leaving a tip (when appropriate)

### **Goal 4.6 Demonstrates agency and self-determination through (choose one or more):**

- Leading meeting(s) (e.g., circle of support, person-centered planning, IEP) to discuss and develop goals and/or supports related to learning, personal development, community engagement, career/employment, physical fitness, and/or social connections/friendships
- Identifying supports or strategies needed to succeed in (choose one): learning, personal development, community engagement, career/employment, physical fitness, or social connections/friendships
- Advocating for self by making suggestions or approving/ disapproving others' suggestions for goals and supports
- Initiating discussion of personal concerns, problems, or support needs

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For more information on creating IEPs for students transitioning to postsecondary education, contact the author.

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