

IEP Goal and Baseline Alignment Toolkit

Adaptive & Self-Help Goals

A print-ready bank of measurable SMART goals by domain, plus a goal-quality rubric for scoring any draft goal before it goes to the team. Print the bank, or build a custom goal live in the free IEP Goal Builder.

HOW TO USE THIS BANK

Find a goal near the student's need, then swap in the student's name and adjust the criterion to match the baseline you already have on file. Each goal is tagged with an age band and a skill level so you can pick a fair starting point.

WHAT'S INSIDE

- 20 measurable starter goals for Adaptive & Self-Help, each tagged with an age band and a skill level.
- A Goal-Quality Rubric to score any draft goal against the five SMART criteria before it goes to the team.
- Every other domain in the full IEP Goal Bank, or build a custom goal live in the free IEP Goal Builder.



MAKE IT LIVE

Build a measurable goal live in the free IEP Goal Builder.

<https://www.spectrumunlocked.com/tools/iep-goal-builder>

20 starter goals for Adaptive & Self-Help, in US Letter.

Adaptive & Self-Help

Daily living: dressing, hygiene, mealtime, toileting, community access. The domain that often makes the biggest difference at home but is underserved in IEPs.

1. Given a sequenced visual schedule for the morning routine (wake, dress, eat, brush teeth), [student] will complete all steps independently in 4 out of 5 mornings across 4 consecutive weeks, as measured by parent log.
Early Childhood **Developing**
2. Given a personal hygiene task (handwashing, tooth brushing), [student] will complete all steps in correct order in 4 out of 5 opportunities across 4 consecutive weeks.
Early Childhood **Developing**
3. Given mealtime utensils and food, [student] will use age-appropriate utensils to feed themselves with minimal spills in 80% of meals across 4 consecutive weeks.
Early Childhood **Developing**
4. Given a self-dressing task (top, pants, shoes), [student] will complete dressing independently in 4 out of 5 opportunities across 4 consecutive weeks.
Early Childhood **Developing**
5. Given a clear instruction to clean up materials, [student] will return all items to designated locations in 4 out of 5 opportunities across 4 consecutive weeks.
Early Childhood **Developing**
6. Given a community access task (entering a store, purchasing an item, ordering food), [student] will complete the steps with minimal prompting in 80% of opportunities across 9 weeks.
Middle **Developing**
7. Given a bathroom routine, [student] will recognize the urge to use the toilet and complete the routine independently in 4 out of 5 opportunities across 4 consecutive weeks.
Early Childhood **Developing**
8. Given a snack and a sealed container (juice box, applesauce pouch), [student] will open the container independently in 4 out of 5 opportunities across 4 consecutive weeks, as measured by parent log.
Early Childhood **Emerging**
9. Given a daily medication or vitamin routine with parent support, [student] will swallow the medication or place it in a designated spot in 4 out of 5 days across 4 consecutive weeks, as measured by parent log.
Elementary **Developing**
10. Given a list of 4 chores (make bed, put dishes away, feed pet, take out trash), [student] will complete each step with a single picture prompt in 4 out of 5 opportunities across 9 weeks, as measured by parent log.
Elementary **Developing**
11. Given a written grocery list of 5 items in a familiar store, [student] will locate and gather all 5 items independently in 4 out of 5 opportunities across 9 weeks, as measured by parent log.
Middle **Developing**
12. Given a clean kitchen setup and a 3-step recipe (sandwich, salad, microwave meal), [student] will prepare the meal independently in 4 out of 5 opportunities across 9 weeks, as measured by parent log.
Middle **Established**
13. Given a public transit task (read schedule, board the correct bus, exit at correct stop), [student] will complete the route independently in 4 out of 5 opportunities across 9 weeks, as measured by transition-services log.
High School **Developing**

14. Given a personal banking task (deposit check, use ATM, check balance via app), [student] will complete the task with minimal prompting in 4 out of 5 opportunities across 9 weeks, as measured by transition-services log.
- High School Developing
15. Given a weekly chore and household-budget routine (laundry, meal planning, paying a small recurring bill), [student] will complete each step on schedule in 4 out of 5 weeks across 9 weeks, as measured by parent log.
- High School Established
16. Given a personal hygiene routine at the start and end of the day (shower, deodorant, dental care), [student] will complete the routine independently in 4 out of 5 days across 9 weeks, as measured by parent log.
- High School Established
17. Given a 6-step visual schedule for the morning routine, [student] will complete all steps with no more than one prompt in 4 out of 5 days across 4 consecutive weeks, as measured by a daily caregiver checklist.
- Elementary Developing
18. Given a visual recipe, [student] will prepare a simple snack with supervision but no physical help in 4 out of 5 tries across 3 consecutive weeks, as measured by caregiver data.
- Middle Developing
19. Given a mixed laundry basket and a sorting model, [student] will sort lights and darks independently in 4 out of 5 tries across 3 consecutive weeks, as measured by a caregiver checklist.
- Middle Emerging
20. Given a two-item picture shopping list, [student] will find both items in the store with supervision in 4 out of 5 community trips across 6 weeks, as measured by caregiver trip notes.
- Middle Developing

These are starter goals to customize for the individual student, not legal advice; follow your district policies and the student's IEP team.

Goal–Quality Rubric

Read a draft goal against each SMART criterion, score it 1 to 3, and note what to fix. A goal is ready for the IEP team when every row scores a 3.

Criterion	What a strong goal shows	Score 1–3	Note to fix
S Specific	Names one observable skill and the exact condition it is performed under.		
M Measurable	States a number you can count or a percent you can calculate from data.		
A Achievable	Reaches beyond the baseline but stays within one year of instruction.		
R Relevant	Ties to a documented need and helps the student access the curriculum or daily life.		
T Time-bound	Sets a review window (weeks, sessions) and a data collection method.		
Total	Ready for the team at 15. Revise any row under 3.		

MORE FREE TOOLS



EVERY DOMAIN

Browse the whole goal bank by domain, age band and level, and print any part of it.

<https://www.spectrumunlocked.com/tools/iep-goal-bank>



ACCOMMODATIONS

Over 150 accommodations for IEP and 504 plans, free to browse and print.

<https://www.spectrumunlocked.com/tools/accommodations-bank>

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