

IEP Goal and Baseline Alignment Toolkit

Self Advocacy 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

- 16 measurable starter goals for Self Advocacy, 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>

16 starter goals for Self Advocacy, in US Letter.

Self Advocacy

Asking for help, naming what you need, refusing safely, understanding your own accommodations, and speaking for yourself in meetings. Usually written as a transition skill; it starts in early childhood.

1. Given a task that is too hard and a modeled help signal, [student] will request help using a word, sign, or AAC symbol before leaving the activity in 4 out of 5 opportunities across 4 consecutive weeks, as measured by classroom observation.
Early Childhood **Emerging**
2. Given a choice of two activities, [student] will indicate a preference by pointing, signing, or selecting an AAC symbol within 10 seconds in 4 out of 5 opportunities across 4 consecutive weeks, as measured by classroom observation.
Early Childhood **Emerging**
3. Given an unwanted item or activity, [student] will refuse using a taught signal such as "no thank you" or an AAC refusal symbol, rather than pushing or leaving, in 4 out of 5 opportunities across 4 consecutive weeks, as measured by classroom observation.
Early Childhood **Developing**
4. Given a familiar routine and a visual break card, [student] will request a break before escalating in 4 out of 5 observed instances across 4 consecutive weeks, as measured by classroom observation paired with the break log.
Early Childhood **Established**
5. Given a worked example and an independent task, [student] will state which part is unclear rather than saying only "I do not get it" in 4 out of 5 opportunities across 4 consecutive weeks, as measured by work samples and observation.
Elementary **Developing**
6. Given a list of their own accommodations in student-friendly wording, [student] will name 3 of them and say what each one is for in 4 out of 5 opportunities across 4 consecutive weeks, as measured by a structured interview.
Elementary **Developing**
7. Given a sensory or regulation need during class, [student] will request the supporting item or space using their communication system in 4 out of 5 opportunities across 4 consecutive weeks, as measured by classroom observation.
Elementary **Emerging**
8. Given a peer conflict, [student] will state their own position once using an I-statement before seeking adult help in 4 out of 5 opportunities across 6 consecutive weeks, as measured by observation and the behavior log.
Elementary **Established**
9. Given a new teacher and a one-page profile they helped write, [student] will introduce 2 accommodations they use and why in 4 out of 5 opportunities across 9 weeks, as measured by a teacher checklist.
Middle **Developing**
10. Given an assignment they cannot complete as written, [student] will email or ask the teacher for the specific accommodation they need, naming it, in 4 out of 5 opportunities across 9 weeks, as measured by a communication log.
Middle **Developing**
11. Given a disagreement with an adult decision, [student] will state their objection and one reason in a calm voice, then accept the outcome, in 4 out of 5 opportunities across 9 weeks, as measured by observation.
Middle **Established**

12. Given their AAC device and a group discussion, [student] will pre-program or navigate to one prepared comment and contribute it in 4 out of 5 sessions across 9 weeks, as measured by session notes.
- Middle Emerging
13. Given a rehearsed agenda item, [student] will lead one section of their own IEP meeting, such as strengths or goals, in 1 of 1 annual meetings and 2 of 2 practice runs, as measured by the meeting agenda and observer notes.
- High School Developing
14. Given a written summary of their disability and accommodations, [student] will disclose to an employer or instructor and request one accommodation in 3 out of 4 opportunities across 9 weeks, as measured by a transition-services log.
- High School Established
15. Given a workplace instruction they did not understand, [student] will ask a clarifying question before starting the task in 4 out of 5 opportunities across 9 weeks, as measured by a supervisor checklist.
- High School Developing
16. Given a postsecondary disability services intake, [student] will describe their own support needs and name the documentation required in 1 of 1 intake meetings and 2 of 2 rehearsals, as measured by transition-services notes.
- High School Established

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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