



GUIDING QUESTIONS TO CONSIDER WHEN WRITING THE OBJECTIVE STATEMENT IN AN IEP

- **WHAT INFORMATION NEEDS TO BE SHARED TO GIVE A BRIEF OVERVIEW OR SNAPSHOT OF THE STUDENT'S EDUCATIONAL NEEDS AND STRENGTHS?**
- **WHAT IS THE IMPACT OF THE DISABILITY ON THE STUDENT'S EDUCATIONAL AND FUNCTIONAL PERFORMANCE?**
- **HOW DOES THE STUDENT'S DISABILITY AFFECT INVOLVEMENT IN GENERAL EDUCATION, ACCESS TO THE GENERAL EDUCATION CURRICULUM AND PROGRESS IN THE GENERAL EDUCATION CLASSROOM?**
- **IF A NEW TEACHER CALLED YOU AND ASKED HOW TO BEST SUPPORT THIS STUDENT, WHAT WOULD YOU TELL THEM?**
- **HOW DO YOU SUPPORT ANY SIGNIFICANT SOCIAL, EMOTIONAL, BEHAVIOURAL, OR FUNCTIONAL CONCERNS?**
- **WHAT WORKS WELL WITH THIS STUDENT (INCENTIVES, BEHAVIOR CHARTS, REWARDSYSTEMS, ETC.)?**
- **WHAT ARE THE STUDENT'S CURRENT INTERESTS? WHAT OTHER INFORMATION, THAT IS NOT LISTED IN THE IEP ELSEWHERE, IS IMPORTANT TO KNOW ABOUT THE STUDENT**
- **(I.E. CURRENT CELEBRATIONS, ATTENDANCE, PARTICIPATION, ETC.)? REMEMBER: GOALS, SERVICES, AND ACCOMMODATIONS SHOULD BE ALIGNED TO THE PRESENT LEVELS**

REMEMBER: GOALS, SERVICES, AND ACCOMMODATIONS SHOULD BE ALIGNED TO THE PRESENT LEVELS OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE.

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