

# Individual Educational Plan SMART Goals

**S**

## *Specific*

A specific goal for a child with hearing loss addresses a particular skill or behavior in language, speech or auditory development. A specific goal includes the action, the environment and the context.

**M**

## *Measurable*

A measurable goal describes behavior that can be observed (seen or heard) and counted. It reveals how to measure whether the goal has been achieved. And it can show partial progress needed for reviews during the year.

A common approach is to describe the goal as a percentage (such as "with 80% accuracy"). Some professionals prefer to use trials rather than percentages. This type of goal is equivalent to a percentage goal.

Most IEP forms have check boxes to indicate which measurement method will be used for each goal. If your form does not have check boxes, include the method in the goal.

**A**

## *Action words*

SMART goals use action words that describe behaviors that can be seen or heard.

**R**

## *Relevant and realistic*

SMART goals address the student's needs while being reasonably attainable. A relevant goal addresses the student's unique needs that result from the disability. A realistic goal can be reasonably attained in the time frame, given the student's present levels and available educational services.

To determine if a goal is realistic, ask the question: Is the goal neither too hard nor too easy for the time allotted?

**T**

## *Time-bound*

Goals are assumed to be one year unless otherwise indicated.

*From the CID online self-study course, "Developing IEP Goals for Students with Hearing Loss: Speech, Language and Auditory Development"*