

Supplemental Material S4. Design to learn IEP goal development guide list of questions.

All questions were all rated on a scale of 1-3.

Question 1: Does this goal have one clear focus, as opposed to several different ones?

Question 2: Can you picture exactly what the student will do (what behaviors the student will use) to achieve this goal?

Question 5: Does this goal include a way of measuring it (e.g. frequency, correctness) that is appropriate and that reflects the most important aspect of the behavior targeted?

Question 6: Does the criterion for achieving this goal (e.g. 3 times a day, independently, as measured once a week, % accuracy) make sense and represent meaningful progress?

Question 7: Will progress be monitored frequently enough that the learning environment expectations may be adjusted promptly in response to the student's successes or difficulties?

Question 8. Is it clear whose responsibility it is to collect progress data?

Question 15: Do the behaviors to be learned have real purpose/ intent?

Question 16: Are the targeted behaviors likely to carry over to other settings and materials outside the learning context?

Question 17: Can the goal be implemented by nonprofessionals under natural conditions outside of school?

Question 23: Taken together, do the goals have an appropriate breadth; will they make a real difference in the student's life?