

TEACHER PRIORITY GOALS WORKSHEET

Start with what matters most. Plan for what supports learning.



DON'T START BY ASKING,
"WHAT OT GOALS
SHOULD I WRITE?"

START BY ASKING,
"WHAT ARE THE BIGGEST
BARRIERS PREVENTING THIS
STUDENT FROM LEARNING?"

Focus on the teacher's top priorities. Then collaborate to determine how OT, PT, or SLP can support access to the curriculum and participation in the classroom.

1

STEP 1 TEACHER'S TOP 3-5 PRIORITIES

These do NOT need to be OT, PT, or speech concerns.
List the biggest barriers to the student's
success in the classroom.

1.

2.

3.

4.

5.

2

STEP 2 QUESTIONS TO EXPLORE

- When does this happen?
- During which subjects or routines?
- Is it happening independently or only in groups?
- What supports or strategies have already been tried?
- Is this occurring across settings (classroom, specials, hallways, recess, etc.)?



REMEMBER:

Focus on participation, engagement,
and progress in the general
education curriculum.

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STEP 3 PLANNING & COLLABORATION

Which of these priorities
are most impacting
access to learning?

Which discipline(s) can
best support this need?
(OT, PT, SLP)

What classroom
strategies or supports
should we try first?

Which needs will be
addressed through
IEP goals?

How will we monitor
progress and know
if it's working?



GOAL REMINDER:

IEP goals should address educational participation
and access to the curriculum.

Success = increased participation and access,
not just skill gains.

QUICK CHECK:



☐ Is this a real barrier to learning?

☐ Can this be supported through
Tier 1-2 strategies?

☐ Is it relevant to the curriculum
and educational environment?

☐ Is it measurable?

